Introduction:

India has made considerable progress in school education. Philosophy of schooling and social character of school has undergone tremendous changes. Further, newer understanding about cognition demands new kind of schooling. Therefore NCF (2005) places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. It requires a teacher to be a facilitator of children’s learning in a manner that helps children to construct knowledge and meaning along with participation in construction of syllabi, textbooks and teaching-learning materials. These roles demand the teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy. In view of this the longer duration courses for teacher preparation play a crucial role in teacher preparation. Intensive efforts are necessary for teacher preparation. Now, teacher education is expected to prepare teachers who are equipped with professional competencies in creating an enabling learning environment for students to develop the ability for self-learning, independent thinking, problem solving, critical thinking and reflection.

For this to happen new kind of teacher with enabling qualities is required, the teacher has to enable learner’s thinking and meaning making without fear of being penalized in any way. A lot of diversity in pedagogy and assessment is necessary for teachers. Professional role of teachers and their engagement in academic pursuits are integrally related and present two major dimensions- theoretical understanding of education and dealing with action decisions and the processes 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 / her own understanding of these challenges. Teacher education programmes have to define teacher’s roles with reference to an emerging vision of school education. The overall approach to reformulating a curriculum for teacher education needs to keep in mind- locating teacher education in the context of education, nature of knowledge base of education and teacher education and emerging national concerns imparting educational practice.

Objectives of the Programme:

The objectives of the programme are to:

- Develop perspectives among pupil-teachers towards chills learning and future societies.
- Gain insight of philosophical, sociological and psychological basis of education.
- Reflect on the past and plan for the future demands of global society.
- Develop skill of curriculum transaction in context of constructivist pedagogy in the era of inclusiveness.
- Integrate ICT and e-learning with classroom learning.
- Cherish and practice the values enshrined in the constitution of India, like equality, liberty etc.
- Uphold the professional ethics of teacher and its accountability.
Duration of the course:
Two academic years (with four semesters), this can be completed in a maximum of three years from the date of admission in the programme.

Eligibility:
Candidates seeking admission to B.Ed. Programme should have obtained at least 50% marks in the Bachelor’s Degree or any other equivalent qualification; while candidates seeking specialization in senior secondary teaching should have also obtained 50% marks in the Master’s degree in a school subject or any other equivalent qualification. Bachelors in Engineering / Technology with specialization in science and mathematics with 55% marks or any other qualification equivalent thereto are eligible for admission to the programme.

Admission Process:
Admission shall be made on prescribed merit i.e. on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per the policy of the government/ university.

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Government.

Fee:
The institution shall charge only such fee as prescribed by the provisions of NCTE/ AFRC (Guidelines for Regulations of tuition fees and other fees chargeable by unaided teacher education institution) Regulations, 2002 as amended from time to time.

Attendance:
Attendance will be required for qualifying the candidate for appearing in the examination as under:
(1) Theory classes : 80%
(2) Practicum and Internship : 90%

Scheme of Examination:
The examination shall consist of two parts namely:
(a) Theory
(b) Practice in Teaching, Practical and Sessional

The examination of theory papers will be held in the month of November/ December and May/ June. The practicum and internship activities will have to be completed before commencement of theory examination and marks shall have to be submitted to the university immediately.

Minimum passing marks in each theory paper is 36% and in practical examination shall be 50%. However, passing marks in aggregate shall be 40%. Passing in theory and practical separately is necessary.

All other matters not specially provided in this ordinance shall be governed by the relevant provisions of the general ordinance of Barkatullah University/ NCTE. The courses of studies will be reviewed, revised and approved by the Board of Studies (Education) from time to time.
# COURSE STRUCTURE

## SEMESTER I

(18 Weeks= 16 Weeks for teaching+2 Weeks for School Exposure)

<table>
<thead>
<tr>
<th>Course /paper</th>
<th>Periods Per week</th>
<th>Total Marks</th>
<th>Internal (Formative)</th>
<th>External (summative)</th>
</tr>
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<tbody>
<tr>
<td>PE 1: Childhood and Growing Up</td>
<td>6</td>
<td>100</td>
<td>30</td>
<td>70</td>
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<tr>
<td>PE 2 : Contemporary India and Education</td>
<td>6</td>
<td>100</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>CPS 2 : Pedagogy of School Subject-1 –Part- I</td>
<td>6</td>
<td>100</td>
<td>30</td>
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<tr>
<td>CPS 3 : Pedagogy of School Subject-2 –Part- I</td>
<td>6</td>
<td>100</td>
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<tr>
<td>CPS 4 : Assessment for Learning</td>
<td>3</td>
<td>50</td>
<td>15</td>
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<tr>
<td>EPC 3 : Understanding ICT and its Application-I</td>
<td>3</td>
<td>50</td>
<td>15</td>
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<tr>
<td>EPC5 : Health, Yoga, and Physical Education</td>
<td>2</td>
<td>-</td>
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<tr>
<td>School Exposure</td>
<td>2 Weeks</td>
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## SEMESTER II

(18 Weeks= 16 Weeks for teaching+1 Week for School attachment +1week for community living camp)

<table>
<thead>
<tr>
<th>Course /paper</th>
<th>Periods Per week</th>
<th>Total Marks</th>
<th>Internal (Formative)</th>
<th>External (summative)</th>
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<tbody>
<tr>
<td>PE 3: Learning and Teaching</td>
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<tr>
<td>PE 5 : Knowledge and Curriculum</td>
<td>6</td>
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<td>30</td>
<td>70</td>
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<td>6</td>
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<tr>
<td>CPS 3 : Pedagogy of School Subject-2 –Part- II</td>
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<tr>
<td>EPC 3 : Understanding ICT and its Application-II</td>
<td>3</td>
<td>50</td>
<td>15</td>
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<tr>
<td>EPC5 : Health, Yoga, and Physical Education-II</td>
<td>2</td>
<td>50</td>
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<tr>
<td>School Attachment</td>
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<td>Community Living Camp</td>
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<td><strong>Total</strong></td>
<td></td>
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<td><strong>225</strong></td>
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### SEMESTER III

*(18 Weeks= 16 Weeks for Internship+2 Weeks Pre Internship)*

<table>
<thead>
<tr>
<th>Course /paper</th>
<th>Duration</th>
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### SEMESTER IV (18 Weeks)

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<th>Course /paper</th>
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<tr>
<td>Post Internship</td>
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<td>PE 4: Gender, School, an Society</td>
<td>3</td>
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<td>PE 6: Creating an Inclusive School</td>
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<tr>
<td>CPS 1: Language Across the Curriculum</td>
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<tr>
<td>EPC 1: Reading and Reflecting on Texts</td>
<td>3</td>
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<td>15</td>
<td>35</td>
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<tr>
<td>EPC 2: Arts in Education</td>
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<tr>
<td>EPC 4: Understanding the Self</td>
<td>3</td>
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<td>PE-7: Environmental Education</td>
<td>3</td>
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<td>PE-8: Education for Peace</td>
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<tr>
<td>CPS 4: Assessment for Learning</td>
<td>3</td>
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<td>15</td>
<td>35</td>
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### SUMMARY

<table>
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<td>II</td>
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<td>III</td>
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</tbody>
</table>

Note: PE= Perspective Course; CPS= Curriculum and Pedagogy Studies; EPC= Enhancing Professional Capacity
SEMESTER - I
Note: 18 Weeks = 16 weeks for teaching + 2 weeks School Exposure

PE 1: Childhood and Growing Up

Contact hours: 4 hrs per week
Max. Marks: 100
Internal : 30
External : 70

Objectives:
On completion of this course, the students will be able to:

1. develop an understanding of meaning and process of human development in general and childhood in particular;
2. acquire theoretical perspectives and develop an understanding of dimensions of human development and developmental tasks with special reference to child and adolescent;
3. develop an understanding about the impact/influence of socio cultural context in shaping child development especially with respect to the Indian context;
4. make them cognizant of specific issues of adolescent behavior in schools and the critical role of teacher in balanced development;
5. develop the competencies in dealing with children of diverse socio cultural contexts.
6. situate individual development in a social-cultural context;
7. develop an understanding about the impact/influence of socio cultural context in shaping human development;
8. develop an understanding about children in difficult circumstances (disadvantaged or deprived section of society including girls) and the impact/influence of these on their development;
9. explore the factors contributing to individual development and facilitate learner development.

Unit 1: Introduction to childhood development

- Human Development: Meaning, nature and principles of development
- Role of heredity and environment in development
- Stages of development: Childhood to adolescence
- Dimensions of development: physical, motor, speech, emotional, social, moral
- Development as a resultant of interaction between and among individual potential (innate, inherited, acquired) and external environment (physical, socio-cultural, economic and technological)
- Theories of child development: Cognitive development (Piaget, Vygotsky, Bruner); Psycho-social development (Erikson); Moral development (Piaget & Kohlberg)

Unit II: Development of Personality in different Socio-cultural contexts

- Development of self concept, self esteem, self efficacy and self realization (Maslow’s theory)
- Attitude and interest development
- Personality, temperament and traits
- Character Development
- Culture and personality
- Socio-cultural contexts: Meaning, nature and influences in Personality Development
• Role of social agencies in development of personality:
  o Family: Child rearing practices, types of family, working parents, problems in family (single parent, alcoholism),
  o Peer: Peer influence, and friendship
  o School: School culture, climate (physical and psychological), teacher values
  o Neighbourhood: type and its influence
  o Ethnicity, culture and gender
  o Socio-economic status and language

Unit III: Understanding Adolescent’s development
• Nature of Adolescents: stage of development, socio-cultural context
• Characteristics and concerns of Adolescents:
  o Biological; Physical; sexual; emotional
  o Cognitive: Abstract Thinking, Meta-cognition
  o Psychological: Identity, individual and sense of independence
  o Social: Adolescents expectation, social expectation, parental expectation, skepticism, peer culture, role model
  o Moral and spiritual: conformity and non-conformity
• Experiences of adolescents in different Indian socio-cultural contexts
• Gender stereotypes and gender role classifications

Unit IV: Socio-cultural contexts in shaping child development
• Nature of socio-cultural context and Socio-cultural practices
• Media Exposures
• Socio economic status: Access to Education and Technology
• School Ethos
• Community Life
  Dealing with learners from varied socio-cultural context: Sensibilities and strategies

Unit V: Diversity: Opportunities, Challenges and Marginalization Issues
• Diversity: Opportunities, Challenges- prejudices and discrimination
• Children in difficult circumstances: behavioral problems and their management
• Marginalization: Meaning and Issues
• Deprived sections of Indian Society:
  o Growing up in a dalit household
  o Growing up in minority community: Impact on learning
  o Child labour and its psychological impact with reference to learning and education
  o Growing up as a girl and its impact on learning
  o Migrant children
  o Street children: impact on learning

Modes of Transaction
• Lecture cum discussion
• Individual and group assignment through self-study in the library and presentation in a seminar
• Observation of children different situations in schools (during games, interval and other activities) and out of the schools,
• Preparing reflective diaries / journal
• Interpretation, analysis and reflection on observation in a group
• Interaction and discussion with classroom teachers and peer group
• Observation followed by reflective discussion in a group
• Library study
• Project work

Sessional work
• Develop strategies to create a culturally compatible classroom
• Read Ambedkar’s life history and discuss his struggle in achieving self realisation
• Conducting case study on one student who has difficulties in learning at Elementary stage.
• Analysis of a case of adolescent learner with maladjusted/deviant behaviour.
• Development of Portfolio and Reflective Journal
• Design/suggest activities for developing critical consciousness about various social and political issues.
• Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
• Develop strategies on critical perspectives on socio-cultural realities
• Discussion on representation of following in media:
  o gender (including trans-gender),
  o class,
  o poverty
  o marginalization
  o difference and diversity, and stereotyping
• Case studies of development of following children:
  o living in an urban slum,
  o growing up as a girl
  o growing up in a dalit household
  o Discussion and sharing in group

Suggested readings:
• Bhatt, N. (2007). Human Development: A Lifespan Perspective, Aavishkar Publisher Distributors, Jaipur
PE 2: Contemporary India and Education

Contact hours: 4 hrs per week
Max. Marks: 100
Internal: 30
External: 70

Aim of the course:
Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. In contemporary times, Constitution of India is providing a value frame to education. While negotiating with the value frame education has to socialize children into Constitutional value frame. Indian Constitution envisioned a humane society based on freedom, equality, and justice and evolved many institutions to realize the vision. In this regard, education is considered as an agency of transformation and classroom as the shaper of the visioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision to develop normative perspectives regarding education and thereby emerging concerns and issues. The normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action. The course, ‘Contemporary Indian Society and Education is intended for the purpose; it aims at the development of perspectives about vision of contemporary educational reality, its concerns and issues.

Objectives:
The course aims at develop critical consciousness about educational issues and concerns. Therefore, after reflective debates, students are expected to:
- Understand the basic features of Indian society and polity
- Appreciate the plurality of Indian culture
- Understand the Normative Vision of the Constitution of India
- Understand and contextualize ideals of the Constitution of India
- Appreciate humanistic agenda of the Constitution of India
- Value and recognize the role of education in realizing the ideals of the Constitution
- Develop critical awareness about the issue of education that are coming in the way of realization of the values of the Constitution
- Understand and develop positive attitudes towards various forms of exclusions
- Critically understand the policy framework of Indian Schooling

Unit-I: Understanding Indian Society
a. India: The Historical Evolution
- India as Ancient civilization: Characteristics
- India as the seat of higher learning: Essential Features and Nature
- India as Political Entity: Historical Evolution

b. India as a Society: Characteristics and Nature
- Society: Meaning and Features
- India: Essential Properties
  - Geographical Diversity
  - Linguistic Diversity
  - Cultural diversity
  - Religious plurality
  - Social stratification

c. India as Evolving Nation State
India as an Evolving Nation State: Vision, Nature and Salient Features
  o Democratic and secular Polity
  o Federal Structure: Implications to Educational Arrangements and responsibilities
d. India as Developing Economy: Salient Features and Paradoxes
  o Development and Displacements
  o Development and Environmental Degradation
  o Growing incomes and widening inequalities

Indian Economy and Education
  o Agriculture Sector and educational linkages
  o Industrial Sector and educational linkages
  o Service Sector and educational linkages

Globalization and India as Knowledge Economy: Role of Education

Unit-II: Normative Vision of Modern India and Education: Constitution of India

a. Making of the Constitution of India
  • Human Society: Normative Relations
  • Indian Society: Multiple Normative Frameworks—A critical understanding
  • Modern Indian Society: Constitutional Normative Framework
  • Constitution: Meaning and Functions
  • Formation of Constituent Assembly: Nature and functions
  • Constituent Assembly Debates on Language and Education

b. Constitution of India: Basic Philosophy and Features
  • Preamble
  • Fundamental Rights and Duties
  • Directive Principles of State Policy
  • Language Policy related Schedule
  • Constitution of India and Educational Provisions

Unit III: Policy Frameworks for Public Education in India: Competing Demands and Policies

a. Educational Policy Frameworks in India: A Brief Historical Account
  • Constituents of Educational policy:
    o Purpose of Education
    o Legitimate Knowledge
    o Assessment
    o Medium of Instruction
    o Admission policies and
    o Administration policy
  • British attempts to formulate Colonial policy of education: 1835, 1854, and 1882
  • Downward Filtration theory: Its critique
  • Demand for Education For All by Mahatma Jyotiba Phule, Dadabai Nouroji and Gopala Krishna Gokahale

Unit-IV: Education Policy Frameworks in Independent India

• Priorities in Educational policy during early years of Independence: Social, and Sectoral
• National Development and modernization: Indian Education Commission-1964-66
• National Policy on Education: 1968 and 1986: Salient Features and nature
• SSA and RMSA interventions and their impact on school opportunities
Unit-V: Indian Education: Concerns and Issues

a. Education in India: Privilege to Right
- Education as Privilege: Educational Opportunities: A critical note on Indian educational past
- Demand and Efforts for Education as Right: A brief historical inquiry
- Constitutional Journey of Right to Education: Debates in the constituent assembly to RTE-ACT-2009 via Directive Principles of State Policy
- RTE-Act 2009: Salient Features
- Right to Education and Right to Education Act-2009—A Debate

b. Child Rights: Education
- International Child Rights Convention-1989
- Constitutional provisions on child rights
- Right of underprivileged children-Girl child and differently abled children
- Deprived childhood
- Child labour and schooling: alternative Schools-nature

c. Democratization of School Education
- Universalization of School Education-Access, Retention and Success
- Equalization of Educational Opportunities;
- Growing inequalities in schooling: Detailed Sociological analysis
- Quality and Equity in Schooling

Suggested modes of learning engagement are:
- Group discussions, debates and dialogue on the themes
- Studying relevant portions of documents relevant to the themes
- Presentations based on readings
- Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these
- Study writings on analysis of education-development interface and make presentations

The suggested modes of assessment are:
- Level of initiative, and participation in group work
- Quality of conducting surveys and presentations based on these
- Originality of interpretation of field studies and experiences in terms of the course themes
- Individual term paper on a selected theme
- Appropriate criteria need to be worked out for each of the above.

Suggested Readings:
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
Dr. Vada Mitra. Education in Ancient India, Arya book Depot, New Delhi – 1967
Seventh All India School Education Survey, NCERT: New Delhi. 2002
पाठ्यक्रम एक परिचय

यह पाठ्यक्रम मुख्य रूप से भाषा पढ़ने वाले अध्यापकों को ध्यान में रखकर एक विस्तृत रूपरेखा के रूप में बनाया गया है। हमें आशा है कि इस रूपरेखा से अध्यापकों को भाषा की कक्षा के माध्यम से बच्चों सृजनात्मक दृष्टिकोण करने में मदद मिलेगी।

1. भाषा क्या है?
भाषा मनुष्य विभिन्न उद्देश्यों के लिए भाषा का इस्तेमाल करते हैं, उदाहरण के लिए, दृष्टि बंधित या अवबंधित बच्चे भी संप्रेषण की जतिल और समृद्ध व्यवस्था का प्रयोग करते हैं, उसी प्रकार जैसे एक सामान्य बच्चा करता है। भाषा केवल संप्रेषण का साधन ही नहीं है बल्कि यह एक माध्यम भी है जिसके सहारे हम अधिकांश जानकारी प्राप्त करते हैं। यह एक व्यवस्था है जो काफी सीमा तक हमारे आस–पास की वास्तविकताओं और घटनाओं को हमारे मस्तिष्क में व्यवस्थित करती है।
हमें यह भी याद रखना चाहिए कि हम केवल दूसरों से बात करने के लिए ही नहीं, बल्कि अपने आपसे भी बात करने के लिए भाषा का इस्तेमाल करते हैं।

2. बहुभाषिकता: बहुभाषिक शिक्षा
अधिकांश बच्चे स्कूल आने से पहले केवल एक भाषा नहीं बल्कि अनेक भाषाएँ सीख लेते हैं। स्कूल आने से पहले बच्चा लगभग पाँच हजार अथवा उससे भी अधिक शब्दों को जानता है। अत: बहुभाषिकता हमारी पहचान अवधारित अवस्था की निर्देशक है। यहाँ तक कि दूसरे से भिन्न होता है क्योंकि एक भाषी भी अनेक संप्रेषणात्मक स्थितियों में सही तरीकी की भाषा इस्तेमाल करने की क्षमता रखता है। अनके अध्ययनों से पता चलता है कि बहुभाषिकता का संवादात्मक विकास, समाजिक सहनशीलता, विकृतिजनक वित्तीय एवं शैक्षिक उपलब्धि से सकारात्मक संबंध होता है। भाषा वैज्ञानिक दृष्टि से सभी भाषाएँ चाहे वे बोली, आदिवासी या खिचड़ी भाषाएँ सब समान रूप से वैज्ञानिक होती है। भाषाएँ एक–दूसरे के सानिध्य में फलती–फूलती हैं साथ ही अपनी विशेष पहचान भी बनाकर रखती है। बहुभाषिकता कक्षा में यह विश्वसनीय अनिवार्य होना चाहिए कि हर बच्चे की भाषा को सम्मान दिया जाए और
बच्चों की भाषाई विभिन्नता को शिक्षण-विधियों का हिस्सा मान कर भाषा सिखाई जाए।

3. पढ़ाई का सूचनात्मक स्वीकार, संदर्भ में व्यकरण,
विद्यार्थी जान पाएगे कि सभी बच्चे तीन साल की उम्र से पहले ही केवल अपने भाषा की बुनियादी संरचनाएँ सीख जाते हैं बल्कि वे यह भी सीख जाते हैं कि विभिन्न परिस्थितियों में इनका किस प्रकार उचित प्रयोग करता है। इसलिए बच्चों को व्यकरण की जानकारी संदर्भ में दी जानी चाहिए।

4. व्यवस्था के रूप में भाषा
हर भाषा की अपनी व्यवस्था होती है। उस व्यवस्था को जानने की प्रक्रिया में विद्यार्थी यह जान पाएंगे कि भाषा, शब्द वाक्य और प्रौद्योगिकी के बनने के स्तर पर नियमों से बंधी हुई है। इनमें से कुछ नियम हमारी जन्मजात भाषा-संस्कृति में पहले से ही ख़ुब होते हैं लेकिन अधिकांश नियम सामाजिक-ऐतिहासिक परिवेश में संग्रहण के माध्यम से बनते हैं सामाजिक व श्रेष्ठ विकित्वा देखने को मिलती है। इस तरह की भाषिक विकित्वा क्षेत्र में हमेशा उपस्थित रहती है और एक शिक्षक को उसकी जानकारी होनी चाहिए। साथ ही जहाँ तक संबंध हो उसका सकारात्मक प्रयोग करना चाहिए।

5. बोलना और लिखना
विद्यार्थी भौतिक और लिखित भाषा के अंतर का जान पाएंगे। भौतिक भाषा अपनी प्रकृति में क्षणिक और लिखित भाषा की तुलना में बहुत जल्दी बदलने वाली होती है। यह भी जान पाएंगे कि वास्तव में संसार की सभी भाषाएँ कुछ मामूली बदलाव/संस्थान/परिवर्तन के साथ एक ही लिपि में लिखा जा सकती है।

6. भाषा, साहित्य और सांदर्भिक
संसार को उद्धारित करने की विशेषता के अलावा भाषा के कई प्रकारात्मक तथ्य है। कविता, गद्य और नाटक न केवल हमारी साहित्यिक संवेदनाशीलता को परिशुल्क करते हैं बल्कि हमारे सांदर्भिक भौतिक भाषा को भी समृद्ध बनाते हैं, विशेषरूप से पठन-आवश्यक एवं लिखित के उच्चारण को।
मनुष्य न केवल सांदर्भिक की सराहना करते हैं बल्कि अनेक बार सांदर्भिक आयामों का नियंत्रण करने वाले नियमों को व्यवस्थित रूप से क्रम भी करते हैं। यह भाषा के सांदर्भिक पक्ष की परम्परा सराहना, सुधार और साहित्य के प्रति लगाव की अपेक्षा भाषिक गुणवत्ता और सूचनात्मकता को आवश्यक रूप से प्राथमिकता देती है।

7. समझ और माध्यम भाषा हिन्दी
8. पाठ्यवर्धा, पाठ्यक्रम और भाषा की पाठ्यपुस्तकें

समय की बदलती माँग और साथ पाठ्यवर्धा में भी संसाधन की आवश्यकता रहती है ताकि बच्चे बदलते समय के साथ चल सकें। नवीन अथवा संशोधित पाठ्यवर्धा के आधार पर ही पाठ्यक्रम के अनुसार फिर पाठ्यपुस्तकें विकसित की जाती है। पाठ्यवर्धा, पाठ्यक्रम तथा पाठ्यपुस्तक की समझ अध्यापकों में होनी आवश्यक है ताकि वह सभी डंग से कक्षा में बच्चों तक इन्हें पहुँचा सकें।

9. मूल्यांकन और भाषा की कक्षा

विद्यार्थी जान पाएंगे कि मूल्यांकन समग्र दृष्टिकोण की मांग करता है। मूल्यांकन की भूमिका बच्चों की सृजनात्मक और भाषा प्रयोग में उनकी सृजनात्मक प्रयोग संबंधी जानकारी को आकर देकर पेना बनाना है। इस प्रक्रिया में अध्यापक को हरेक विद्यार्थी के मूल्यांकन संबंधी अलग-अलग विचित्रों और आजादों को अपनाना होगा। विद्यार्थी की समझ और विकास को जाँचने के लिए उनकी समस्याओं और उनके आत्मविश्वास, उनकी कक्षा को नजदीक से पहचानना होगा।

मूल्यांकन की प्रक्रिया सतत और समग्र है। यहाँ विद्यार्थियों का मूल्यांकन केवल अंक या ग्रेड से न होकर पाठ्यक्रम के उद्देश्य तक पहुँचा हो। इसलिए लिखित परीक्षा मात्रा मूल्यांकन में सहयोग नहीं हो सकता, लिखित परीक्षा के साथ-साथ विभिन्न तरीकों से विद्यार्थी की निरीक्षण जैसे पोर्टफोलियो में किए गए कार्य, बातचीत, सामूहिक कार्य में साझेदारी, विद्यार्थी का स्वयं का मूल्यांकन भी जरूरी है। सीखने की प्रवृत्ति और विकास को अलग-अलग और नए-नए तरीकों से जाँचना होगा। इसके लिए एक जैविक सिपाड तालिका भी तैयार की जानी चाहिए। पाठ्यक्रम पाठ्यवर्धा की रूपरेखा 2005 विद्यार्थी केंद्रित शिक्षा पर बल देती है। मूल्यांकन को भी विद्यार्थी केंद्रित बनाना होगा।

पाठ्यक्रम का उद्देश्य—

- भाषा के स्वरूप और व्यवस्था बारिशियों को समझना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषावाद उपदेश दर्ज करना
बच्चा, परिवेश : स्कूल, समाज और समझ के बीच के संबंध को जानना
पाठ्यवर्ग, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर बच्चों की समझ के अनुसार ढालना
भाषा और साहित्य के संबंध को जानना
भाषाओं और विषयों की स्वतंत्र अभिव्यक्ति करना
अनुवाद का महत्व और भूमिका को जानना
विद्यार्थियों की सुझावालम्बकता को पहचानना
विद्यार्थियों को बहुभाषिकता के लिये प्रोत्साहित करना
मूल्यांकन रचनात्मकता के आधार पर करना
भाषा शिक्षण में उचित अधिगम सामग्री का उपयोग करना
विभिन्न साहित्यिक विषयों के प्रति रुचि जागृत करना

इकाई—एक
बच्चा जब स्कूल आता है तो उसके पास भाषा का रूप मौजूद होता है। इसलिए कक्षा में बच्चों की भाषा को सम्मान देने से उसका आत्मविश्वास बढ़ेगा जो सीखने की बुनियाद है।

भाषा का स्वरूप
भाषा क्या है/भाषा के लक्षण/भाषा के विविध रूप/भाषा और व्याकरण

- बच्चे की भाषा
- भाषा—बोली (स्थानीय भाषा)
- वाणी और लेखन
- भाषा शिक्षण के उद्देश्य
- शिक्षक—शिक्षाधीन के संबंध की भाषा
- बच्चों का परिवेश एवं शास्त्रीय अनुभवों से भाषा सीखना

गतिविधियाँ
- दुकानों पर लगे होलिंग (बोर्ड) पर हिंदी व अंग्रेजी का मिश्रित प्रभाव
- विज्ञापनों व फिल्मों से हिंदी का प्रोत्साहन
- बच्चों के घरेलू व स्कूली परिवेश की भाषा पर चर्चा
- छोटे समूह में बैठ कर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उसका विश्लेषण
- कक्षा छह से बारह की हिंदी की किताबें दो किताबों में जेंडर और शारीर संबंधी विषयों की सूची तैयार कर उस पर चर्चा करें
इकाई 2
कोई व्यक्तिवादक भाषा की चाल को बदल नहीं सकता। लोक व्यवहार से भाषा परिवर्तित होती है।

भाषा शिक्षण
- भाषा का सूचनात्मक नजरिया
- भाषा की बनावट
- भाषायी कौशल - सुनना, पढ़ना, बोलना और लिखना
- समझ से पढ़ना एवं मीन वाचन
- उदित आरोह - अवरोह
- उदित विवाह बिन्हों का प्रयोग, सुलेख
- बहुभाषिकता की समझ एवं बहुभाषिकता को एक उपकरण के रूप में प्रयोग

गतिविधियाँ
- अहिंसी भाषी क्षेत्रों के छात्रों की उच्चारण संबंधी कठिनाइयों पर चर्चा कर बहुभाषिकता को एक संसाधन के रूप में पहचान करने संबंधी एक परिचारक का आयोजन
- सभी विद्यार्थी कक्षा छह से आठ की हिंदी पुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठे करें और उन पर चर्चा करें
- एक रचना की सभी विद्यार्थी समीक्षा करें तथा एक-दूसरे की समीक्षा बिदियों पर कक्षा में चर्चा करें
- रिपोर्ट तैयार करना

इकाई-3
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 (इंटरनेट सि रिडिंग), ऊर्जाधार पठन (वर्टॉकल रिडिंग)।

व्याकरण अध्ययन
- मोलिक एवं लिखित अभिव्यक्ति अंतर्गत भाषा विकास में व्याकरण की भूमिका
• हिंदी भाषा के विविध रूप — गद्य, पद्य और व्याकरण (वाक्य के गुण एवं प्रकार, रस, छंद, अलंकार का प्रयोग)
• भाषा, साहित्य और सौन्दर्यशास्त्र
• मौखिक, मुद्रित व इलेक्ट्रॉनिक मीडिया भाषा
• भाषा में अनुवाद का महत्व

गतिविधियाँ
— एक ही दिन के किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें
— भाषा, मीडिया व संस्कृति पर आलेख
— हिंदी के विकास में मीडिया का योगदान
— क्षेत्रीय भाषा के किसी एक लेख का हिंदी में अनुवाद

इकाई—4

विभिन्न अभिव्यक्तियाँ भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम हैं,

हिंदी अभिव्यक्ति के विविध रूप

• पद्य : परिभाषा व काय के तत्व
  i) पद्य के विविध रूप
d) पद्य के भाषा के नवाचार
• गद्य :
i) परिभाषा
  ii) विविध विधाओं — कहानी, उपन्यास, नाटक, एकांकी, निबंध, आलोचना, जीवनी, आत्मकथा, संस्मरण, मात्रासाहित्य, रेखाचित्र, डायरी व पत्र लेखन

गतिविधियाँ
— चित्रों के आधार पर कहानी और कविता लिखना
— एक कहानी का चार अलग—अलग समूह द्वारा विश्लेषण और प्रस्तुति
— विद्यार्थियों को पढ़ने को कहीं जा सकती है कुछ अच्छी कहानियाँ जैसे—बड़े भाई साहब—फ्रेंड्स, तीसरी कसम—फणीशवरणाथ रेखु, अतीत के चलचित्र—महादेवी वर्मा

इकाई—5

सामाजिक विज्ञान, गणित, विज्ञान को जोड़ते हुए हिंदी शिक्षण
• रचनावादी उपागम — अर्थ एवं हिंदी भाषा शिक्षण में प्रयोग
• विद्यार्थियों के अनुभवों का शिक्षण में महत्व
• अधिग्रह स्रोतों का महत्व एवं प्रकार
• भाषा में जेडर का हस्तक्षेप
• भाषा और सत्ता का संबंध
• कक्षा में विभिन्न अधिग्रह परिस्थितियों का प्रत्यक्षीकरण (विजुलाइजेशन)
• राज्य की भाषानीति और शिक्षा

गतिविधियाँ —
- भाषा शिक्षण के दौरान उचित स्थान पर विज्ञान से जुड़ी बातों पर चर्चा
- पानी से संबंधित पाठ पढ़ने के बाद जलचक्र की जानकारी
- देना, पानी की बचत पर बातचीत, जल की तरल अवस्था से ढोंस
- अवस्था का हल्का होने का कारण का पता लगाने का कार्य करवाना,
- मौसम से संबंधित कविता पढ़ने के बाद मौसम के वैज्ञानिक पहलू के
- बारे में बातचीत
- भाषा की पुस्तकों में जेडर से संबंधित हिस्सों पर चर्चा करवाना

शिक्षण के तरीके
• चर्चा—परिचर्चा
• ऑडियो—वीडियो माध्यम
• परिवेश के संसाधनों का प्रयोग
• कक्षा में संवाद का माहौल
• कार्यशाळा, कार्यगोष्ठी तथा विषय—विशेषज्ञों के साथ बातचीत
• पत्र—पत्रिकाओं पर चर्चा और उनकी समीक्षा

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 iv. इंडियन एजुकेशन रिप्पु
महत्त्वपूर्ण वेबसाइट

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- http://www.eric.ed.gov (Education Resources Information Center (ERIC))
उद्देश्य

- माध्यमिक स्तरावर होना—या मराठीच्या विषयाचे व अध्यापनाचे स्वरूप जाणून घेणे.
- मराठी भाषेच्या बोलण्यात आणि लेखनात असणारे अंतर जाणून प्रमाणित भाषेच्या अध्ययनाची आवश्यकता जाणून.
- अध्यापनाचे तंत्र अर्थात ज्ञानमार्गीकरण गुणाकार काढून होते व त्यामुळे शिक्षणाचा दर्जा उंचावले मदत होते.
- भाषेच्या उवाचारातून व लेखनातून अभिव्यक्त होना—या सौदर्याचा परीक्षण करून देणे व विद्यार्थ्यांच्या ठीकाणी सौदर्य दृष्टीकोण विकास करणे.
- भाषेच्या अध्यापनातून उत्तम शिक्षण तयार होण्यासाठी कोणकाही बहुत आवश्यक होते ते जाणून घेणे.

गुण विभागणी

:- एकूण घटक 1 ते 3

घटक — 1 ते 3 प्रत्येकी 1 गुण असे वस्तुनिष्ठ प्रश्न एकूण 10 गुण 10
घटक — 1 ते 3 व दीर्घातारी 10 गुणांचे 3 प्रश्न गुण 30

घटक—1 मातृभाषेचे शिक्षणात स्थान

शिक्षणात मातृभाषेचे स्थान व महत्व, मातृभाषा आणि सामाजिक व्यवहार, स्वदेश व मातृभाषा, मातृभाषेची व व्यविधतमपत्राचा विकास, समाज व भाषा, भाषा आणि मानवाचा परस्पर संबंध, भाषा आणि संस्कृती, सामाजिक एकता व भाषेचे महत्त, भारत देश आणि विदेशिक अनुभव सुदृढ, भाषेची मानवसाधीन वैश्विक बैठक, भाषा शिक्षणाची प्रक्रिया, तहानून व भाषावृहण, संदी व वातावरण इत्यादी.

घटक—2 मराठीचा अध्ययनाची उद्देश्ये

मातृभाषेचा अध्ययनाची उद्देश्ये, मराठीचा महत्त्व व त्याचे स्वरूप, रचना व समस्या, पाद्य—पुस्तकाची निर्मिती व संपादन, मराठीचा शिक्षक, मातृभाषा अध्ययन—अध्यापनाचे सर्वसामान्य हेतू, घेते, विविध पैकियांनी स्तरावर साधनांसाठी मातृभाषा मराठीची विकसी उद्देश्ये

घटक—3 भाषाअध्ययन अध्यापनाची प्रमुख तर्ज

1 भाषेचे व हस्तहस्त वातावरण, मराठी शिक्षणाची संगणक महत्त्वाचे साहित्य व साहित्यातील महत्त्व
शिक्षकाच्या उद्देश्यासाठी इंटरनेटचे महत्त्व
इंटरनेट शिक्षण साधी हवे असलेले साहित्य
इंटरनेट या साधनांमध्ये शिक्षणासाठी उपयोग
<table>
<thead>
<tr>
<th>संदर्भ ग्रंथ</th>
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<td>मराठीचे अथापत्य — आकोलकर व पाटणकर</td>
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<td>मराठीचे अथापत्य — म.वा. कुंदले, श्रीविद्या प्रकाशन, पुणे</td>
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<td>शिक्षाचे तत्त्वज्ञान — वि.पा. बोकील— चित्रशालाप्रेस प्रकाशन, पुणे</td>
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<tr>
<td>सर्वसाधारण अथापत्य फक्ती — ल.स.गडे, मॉडर्न बुक हॉल, पुणे</td>
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<td>आशाय समूह— प्राथमिक शिक्षकसंघाती</td>
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<td>स्वयं अथापत्य पुस्तिक — एस.सी.ई.आर.टी.मोठे, पुणे प्रकाशन</td>
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<td>मराठी आशय अथापत्य फक्ती— डॉ. सुरेश करंडोकर, मी. मीना मंगलूरकर</td>
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<td>प्रथम भाग मराठी विषयज्ञान व अथापत्य फक्ती — न.म. जोशी व इतर सुविचार प्रकाशन मंडळ, पुणे</td>
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<td>मराठी कवितेचे अथापत्य— सैलजा जोशी, नुतन प्रकाशन, पुणे</td>
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<td>मराठी साहित्यचे अथापत्य भाग—1— रा. श्री. वासेकर, नुतन प्रकाशन, पुणे</td>
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<td>शैक्षणिक मूल्यमापन व संख्याशास्त्र — व.न. दांडेकर</td>
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<td>मराठी विषयज्ञान व अथापत्य फक्ती — न.म. जोशी, अमृता मराठे व कुसुम बेदरकर</td>
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<td>शैक्षणिक कृती संशोधन— डॉ. हेमलता पारस्परिक लिना, देशपांडे</td>
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<td>मराठीचे आशययुक्त अथापत्य— डॉ. अरविन्द दुनाखे</td>
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<td>अथापत्य उपपत्ती व अथापत्य — डॉ. ह.न. जगताप</td>
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<td>शिक्षणचे अधिष्ठान— प्रा. गाजरे, डॉ. पाटील, प्रा. चिट्ठिलास</td>
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</tr>
</tbody>
</table>
Aims of the Course:
The Course will enable teacher-learners

- To become aware of the nature and system of Urdu language, language acquisition and language learning, and develop a perspective on Urdu language as mother tongue education in Indian contexts.
- To understand the dynamic nature of beliefs and assumptions about language learning, methodologies of language teaching and appreciate the aims of language teaching, particularly Urdu Language teaching and its place and importance in learning-teaching other subject areas.
- To critically examine the Urdu language curricula at school level (as prescribed by the boards) and appreciate philosophical and pragmatic understanding in them.
- To become a language teaching professional by continuous learning and by exploring critically the existing theories and practices in language education.
- To develop among students adequate communicative competencies in Urdu language and to teach different forms of literature and to develop among the students suitable tools of appreciation for these.

UNIT- I  Nature and structure of Urdu Language:

Role and aims of language education in schools – Listening, Speaking, Reading and Writing (LSRW) as discrete skills vs. holistic perspective on language proficiency – Basic Interpersonal Communicative Skills (BICS) and Cognitive Advance Language Proficiency (CALP) – the fundamental distinction between BICS and CALP– Objectives of language teaching in schools including Urdu as mother tongue and second language.

Origin of Urdu language, its development, different names, area and its importance. Linguistic characteristics of Urdu, its aspects, complexity and relation with other languages.

Urdu alphabets, borrowed from Arabic, Persian and Hindi; their sounds, shapes and nomenclatures, their organs of speech, vowels and consonants, shamsi alphabets and qamri alphabets.

Urdu Phonology - vowels and consonants, flapped sounds, intonation pattern of Urdu, Place of Articulation.


Urdu words - kinds of words – articulate and inarticulate, division of articulate words – structural (suffix and prefix), lexical, semantic - synonyms, antonyms, particles, individual words, compound words; Urdu abbreviations, spelling and pronunciation.

Urdu Grammar - What is grammar? – abstract system underlying all languages (i.e. Universal grammar) – system underlying a particular language (a grammar of Urdu) – stratificational grammar (of Linguists) – pedagogical grammar of a language for teachers and students – Formal grammars, – Functional grammars, - Grammar in Language Education: Reflections of formal and functional grammars in language education– from grammatical competence to communicative competence– Discourse Grammar - focus of linguistics analysis to the discourse level grammar investigation
- Ism, Zameer, Fail, Sifat; tenses, gender, singular, plural, antonyms, synonyms, prefix, suffix, idioms, phrases, proverb.
Sanaye-Badaye (Figures of Speech), Tashbeeh, Isteara, talmeeh, kinaya, majaz etc.
Sentence structure- sentence as a unit of expression, different modes of expressing ideas, punctuation; syntax.

UNIT –II Language Learning and Urdu:

Urdu Language and learning – Urdu language as a means of construction of knowledge; language and experience; concept formation.
Urdu Language and learner – social and individual aspects; nature of family background; schooling; exposure; the role of mass media; affective filter; attitudes; motivation; aptitude.

Urdu Language and Multilingualism:
Language and society, Language and classroom, connecting knowledge to life outside the school, linguistic diversity and Urdu.
Role and importance of mother tongue in teaching-aims and objectives of teaching Urdu as first language (mother tongue), second language and third language. Three language formula.

Basic language competencies:
Listening: Listening as a complex process for understanding spoken language– as a means of acquiring a second language–as a goal oriented activity / skill – approaches (i) ‘bottom-up’ processing and ‘top down’ processing. ‘Parallel processing model’ (both approaches) to take place at various levels of cognitive organisation: phonological, grammatical, lexical and propositional. (i) listening in second language pedagogy, (ii) speech processing: (iii) listening in interactive setting and (iv) strategy use - listening practice

Speaking: As a communication skill - oral skills - characteristics of speech – psycholinguistic skills i.e. processing model: conceptualisation- formulation- articulation- and self-monitoring - speaking in the language classroom: providing authentic opportunities – flexible users of language – role plays, group discussion, using the target language outside the classroom and use of learner’s input – importance of feedback- self evaluation and self –analysis

Reading: Pedagogy of Reading – early reading development - Reading as a practice, productor process(Top down Bottom-up and Genre approaches) - Uses of reading: as a literacy practice and as specific to particular socio-cultural environments. Intensive reading and extensive reading - Critical reading– relationship between First and second language reading

Writing: Writing in Urdu language - the two major approaches to the teaching of writing: (i) product approach and (ii) process approach –Process approach: Brainstorming: outlining; drafting:revisions and proof-reading and the final draft, -recent researches - the value of focusing on various writing ‘genres’ to identify, compare and contrast writing in different fields, such science and literature - integrating product, process and genre writing into a coherent whole - non academic writing – letters, forms, resumes, lists, etc – writing in classroom –.
UNIT -III  Urdu literature and methods of teaching:
An outline history of Urdu literature in – Deccan; Northern India, and Modern era; and contemporary writings.
Main schools of Urdu poetry – Dabistan-e- Lucknow, Dabistan-e-Delhi.
Important literary movements – Aligarh movement, Romanvi movement, Progressive movement, and Jadeediat.


Method of teaching of Urdu language - Oral expression, Reading Process - Oral and silent reading, intensive and extensive reading interest and reading habits; Writing Composition – Objective, Methodology, Comprehension; Development of Language Skills, Communication through print media & electronic media.

Scientific Study of Language:
Creativity, Sensitivity, psychological dimensions of text, translation method, direct method, grammar, translation method, audio lingual approach, communicative approach, computer edit language teaching, community language learning, silent way, suggestopedia, total physical response, method of teaching, of various forms of Urdu prose, poetry and grammar.
Importance of lesson plan in teaching and unit plan; techniques of lesson plan, aims and objectives in– fictional prose, Non-fictional prose and poetry. Teaching aids.

Teaching materials and resources:
Linguistic, visual, auditory, kinesthetic, cassettes, CD’s, DVD, Internet.

Pedagogic dimensions of different stages of learning:
Story telling: Stories as input for language learning – story reading (as opposed to teaching stories as texts) as a classroom methodology with in a Whole Language perspective – Reading stories out aloud, Repeated reading, Choral reading, Story retelling and rewriting activities to build on existing language proficiency and skills - Important methods: (i) Shared reading of Big books, large size high –interest books – Reading cards – short graded passages / stories – “Talking Books (cassettes / CD plus book) model speech as well as reading - Print rich environment - using stories as a device to provide print rich inputs - Selection of stories – cultural – social contexts – telling and retelling of stories – child chosen texts / stories - children created stories – story writing as a process of learning across curriculum; class room demonstration.

UNIT -IV  Assessment:
Every possible effort should be made to make assessment a part of the teaching-learning process whenever we break the normal classroom process for a test or examination; we manage to raise the anxiety levels of the learners, disrupting the learning process in a significant way. The evaluation should be through - Text books; Assignment; Presentation / Demonstration; Co Curricular activities; Behavior / Attitudes; Examination

The purpose of assessment is to prepare citizens for a meaningful and productive life. Through evaluation we get feedback on the extent to which we have been successful in imparting such as education.

Curriculum areas with reference to Urdu Language.

Constructivist Approach to language teaching: The learner as active constructor of knowledge - Piagetian and Vygotskian perspective on social construction of knowledge – language as central to learning - attention to social processes in the classroom-developing meta-cognitive competence -Enabling inductive learning - recent language learning researches – peer interactions – communicative language teaching and context approach – process syllabus - contextualised Assessment - Designing-Learning experiences; Social context of learners; Aims of Education.

Syllabus – four key elements: aims, content, methodology and evaluation – it identifies what will be worked upon by the teacher and students in terms of content selected to be appropriate to overall aims– (Michael P. Breen 2001) - four types of syllabus currently used in language teaching: Communicative language teaching (CLT); functional syllabus; task-based syllabus and the process based syllabuses – Lexical syllab - the key characteristics of the four main syllabus types. Development of Syllabus, Main aspects of Urdu syllabus at different stages; Process of development of Urdu text books(Selection of material, organization of material, exercise of practices), Characteristics and utility of Urdu textbooks, Qualities of text books. (text, use of paper, printing, illustration etc.),content analysis of textbooks, Resource material apart from text books. An Appraisal and Analysis of Syllabus and Teaching - Learning Materials:Teacher learners will analyse the curricular statements, syllabi and teaching learning materials (textbooks / course books) of at least three or four agencies (NCERT/ SCERT's of different states/ NGOs'/ CBSE/State Boards/ NIOS, IGNOU, MANUU etc). - A broader criteria for analysis of syllabi and textbooks may be evolved based on the existing researches and knowledge available – Focusing on materials as pedagogic device the following framework by Tomlinson (1998) and Andrew Littlejohn (1998) may be adopted for evaluation of textbooks.

Project Work:
Identification of common errors in pronunciation and remedial teaching.
Identify impacts of Indian languages and dialects on Urdu.
Preparation of teaching aids.
Analysis of textbooks and other materials used in different subjects from the point of view of registers and styles used in them.
Study of a primary/secondary school in:
- Studying a curriculum in action
- Evaluating a course
- Classroom observation.
- Control of curriculum.
Suggested readings:

- Urdu Adab ki Tareekh NCERT, New Delhi.
- Urdu Qawaid NCERT’s Urdu text books for class VI to VIII
- Apni Zaban NCERT’s Urdu text books for class IX & X
- Urdu Guldasta NCERT’s Urdu text books for class IX & X
- Nawa-e-Urdu Supplementary Reader
- Gulzar-e-Urdu Suppli. Readers for class IX & X
- Gulistan-e-Adab text books for class X & XI
- Khayaban-e-Urdu suppli. Readers for class
- NCERT’s Urdu Teachers Manual for primary, upper primary, secondary and Sr. secondary stages.
- NCERT’s Urdu version text books for classes I to XII.
- Urdu Tadrees by Moinuddin.
- Ghazal Aur Darse Ghazal by Akhtar Ansari.
- Urdu Asnaf ki Tadrees by O. N. Kaul & Masood Siraj.
- Position Paper of National Focus Group on Teaching of Indian Languages.
- Dua, H. R. 1986. Language Use, Attitudes and Identity Among Linguistic
CPS 2 (A) Pedagogy of Gujarati Language - Part 1

Contact hours- 4 hrs per week
Max. Marks-100
Internal: 30
External: 70

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અંક: ૨ સ્વાભાવિક અને બનાન રીતે વિદ્યાર્થીઓને:

→ અક્ષરશાસક પરિસ્થિતિ, આંગ્રેજી સંક્ષેપ, હિંદી પરિસ્થિતિ, અર્થશાસ્ત્ર,
    મન્યાંશ પરિસ્થિતિ, હવેસર પરિસ્થિતિ, અન્ય પરિસ્થિતિ

→ (અંતિમ વિભાગ: પરિસ્થિતિ, સંદર્ભી સમજવા)

અવિષ્કાર:- ૩ ICT અને ગુજરાતી વિદ્યાર્થી.
   - કમ્યુનિકેશન વિભાગ (ગુજરાતી) (CALT)
   - તમામ વિષયોના કારણે વિવિધતા પ્રશ્નો.
   - સ્ટુદ૆ન્ટ્સ માટે અનુયાયી વિષયો.
   - સ્ટુદ૆ન્ટ્સનું સમાચાર અને પ્રોજેક્ટ

સેલિબિલેશન:-

1. ગુજરાતી વિભાગમાં પી.એ. - શહીદના લખન
2. અંગ્રેજી વિભાગમાં પી.એ. - આર.એસ. ફિરીયર
3. વિદ્યાર્થી- અંગ્રેજી પી.એ.
4. Teaching and Testing - P.B. Ballard
5. How to use the Internet in ELT - Teede, Xede
6. Writing for the Internet - Dormer, Jane
7. આંગ્રેજી વિભાગમાં પી.એ. - અંગ્રેજી પી.એ.
8. વિદ્યાર્થી- ગુજરાતી પી.એ. - ગુજરાતી પી.એ.
CPS 2 (A) Pedagogy of English Language - Part 1

Contact hours - 4 hrs per week
Max. Marks - 100
Internal: 30
External: 70

Course Description
Pedagogy courses aim at developing an understanding in the student teacher about the epistemology of language and language learning in general, its interaction and interface with history, economics society, etc. The courses, besides familiarising the student teacher with the recent developments and emerging trends in language pedagogy, particularly English (as a second) language education in Indian contexts to develop a perspective on the evolving nature of language acquisition-learning theories, focus on enabling the learner to explore various ways and means to enrich language learning among learners in school contexts.

Objectives
The Course will enable student-teachers:

- To become aware of the nature and system of language, language acquisition and language learning, and develop a perspective on English (as second) language education in Indian contexts.
- To understand the dynamic nature of beliefs and assumptions about language learning, methodologies of language teaching and appreciate the aims of language teaching, particularly English Language teaching and its place and importance in learning-teaching other subject areas.
- To critically examine the English language curricula at school level (as prescribed by the boards) and appreciate philosophical and pragmatic understanding in them.
- To become a language teaching professional by continuous learning and exploring critically the existing theories and practices in language education.

UNIT I: Nature and System of Language

1.1. Language as a rule governed system: Language faculty in humans - Language as a rule governed system- an abstract system consisting of several subsystems- at the sound level-word (lexis) level and sentence (syntax) level. Spoken and written language: Difference between speech and writing – written word is monitored – remains permanent in time- spoken word is transient and changes. No intrinsic relationship between language and script.

1.2. Language, Literature and Aesthetics: One of several functions include fictional-Poetry, prose, and drama, potent sources of aesthetic life, enhancing synthetic abilities, linguistics abilities, reading comprehension and written articulation - Language and Creativity

1.3. Language and Society: Relationship between language and society- language cannot exist and develop outside society- stimulated by cultural heritage and the needs of social development – human society can not do without language as most important, most perfect and universal means of communication, formation of thought and accumulation and transmission of expression - awareness about stereotypes (i) languages as entities (ii) discrete objects
1.4. Language, Attitudes and Motivation: Attitudes and motivation and their place in language learning - Attitudes of the teacher and Parents’ contribution to successful language learning - socio-psychological factors / variable that influences learning a language as second language, including instrumental and integrative motivation.

1.5. Language and Identity: Language facilitates identification, - marker of identity maintenance – repository of memories and symbols — relevance of identity in minority languages - identity in language education contexts- India’s diversity, multilingual and multi cultural society and identity.

1.6. Language and Power: Scientifically there is no difference between languages, more specifically standard language, pure language, dialect, variety, etc. Language as a system, an abstract system interacts with history, economics, sociology and politics in complex ways makes some languages more prestigious than others and become associated with socio-political power. Need to support languages of underprivileged and ensure use in variety of contexts. – ‘Standard’ language is never a fixed constant.

1.7. Language and Gender: Gender construction of knowledge language and its role in gender bias. – Women shown as passive role, both in language and illustrations – gender construction of knowledge. Awareness about gender in language.

1.8. Language, Culture and Thought: Language as a vehicle for culture and thought - and the main source of cultural transmission and cognitive structures – the linguistics and cultural patterns of social behaviour subconsciously acquired

1.9. Language in Education: Communication as a major function of language - Place of language in learning -the intertwining nature of language and learning - its place in creating a citizenry –

UNIT II: Language Learning

2.1 Assumptions about language acquisition and language learning: A historical look at language acquisition and language learning theories- dynamic and evolutionary nature of theories informed by research and practices – emergence of the behaviourists and the structuralists and their impact on language classroom – the conditioning and habit formation models - applied linguists and their contribution to language acquisition- second language acquisition- learning.

2.2 Objectives of Language Teaching: Goals of language education in schools – LSRW as discrete skills vs. holistic perspective on language proficiency –Basic Interpersonal Communicative Skills (BICS) and Cognitive Advance Language Proficiency (CALP) – the fundamental distinction between BICS and CALP – Objectives of language teaching in schools including English as a second language.

2.3 English Language Education: Why English in India? – English in Indian schools – Level of introduction – English language teaching situations – English Language Teaching in India- structural approach, behaviourist model, communicative language teaching – input rich theoretical methodologies – Goals for English language curriculum – Place of English (a) Along with other Indian languages (i) in regional medium schools (ii) English medium schools (b) in relation to other subjects.


2.5 Multilingualism in Education: Multilingualism is constitutive of Indian identity – cultural and linguistics diversity as well as the binding element. – Need for the educational system to sustain multilingualism in school education – need to empower tribal and endangered languages. – Bilingualism / multilingualism and scholastic achievement.
UNIT III: Pedagogy of English as a second Language Part I


3.2. Constructivist Approach to Language Teaching: The learner as active constructor of knowledge - Chomskian- mentalist view, Piagetian and Vygotskian perspective on social construction of knowledge – language as central to learning - attention to social processes in the classroom-developing meta-cognitive competence -Enabling inductive learning - recent language learning researches – peer interactions – communicative language teaching and context approach – process syllabus - contextualised assessment -

3.3. Pedagogy of English as a second language

3.3.1. Listening: Listening as a complex process for understanding spoken language– as a means of acquiring a second language –as a goal oriented activity / skill – approaches (i) ‘bottom-up’ processing and ‘top down’ processing. ‘Parallel processing model’ (both approaches) to take place at various levels of cognitive organisation: phonological, grammatical, lexical and propositional. (i) listening in second language pedagogy, (ii) speech processing: (iii) listening in interactive setting and (iv) strategy use - listening practice

3.3.2. Speaking: As a communication skill - oral skills - characteristics of speech – psycholinguistic skills i.e. processing model: conceptualisation- formulation- articulation- and self-monitoring - speaking in the language classroom: providing authentic opportunities – flexible users of language – role plays, group discussion, using the target language outside the classroom and use of learner’s input – importance of feedback- self evaluation and self-analysis

3.3.3. Reading: Pedagogy of Reading – early reading development - Reading as a practice, production process (Top down Bottom-up and Genre approaches) - Uses of reading: as a literacy practice and as specific to particular socio-cultural environments. Intensive reading and extensive reading - Critical reading– relationship between first and second language reading

3.3.4. Writing: Writing in second language - the two major approaches to the teaching of writing: (i) product approach and (ii) process approach –Process approach: Brainstorming, outlining, drafting, revisions and proof reading and the final draft, recent researches - the value of focusing on various writing ‘genres’ to identify, compare and contrast writing in different fields, such science and literature - integrating product, process and genre writing into a coherent whole non academic writing – letters, forms, resumes, lists, etc. writing in classroom.

3.3.5. Grammar: What is grammar? – abstract system underlying all languages (i.e. Universal grammar) – system underlying a particular language (a grammar of English) – stratificational grammar (of Linguists) – pedagogical grammar of a language for teachers and students – Formal grammars, – Functional grammars, - Grammar in Language Education: Reflections of formal and functional grammars in language education– from grammatical competence to communicative competence– Vygotsky’s sociocultural theory as frame of reference – ‘collective scaffolding’ language development through social interaction - Discourse Grammar - focus of linguistics analysis to the discourse level grammar investigation.

3.3.6. Vocabulary: Vocabulary acquisition in second language teaching – Implicit-learning hypothesis (Krashen 1988) language-awareness and

3.3.7. Literature in language classroom: Literature in language classroom: (i) Focus on teaching language vs. focus on teaching literature; (ii) Language learning purpose (pragmatic focus) vs. academic /analytical purpose (intellectual focus); (iii) Linguistic orientation (stylistics) vs. literary critical orientation and (iv) Learning how to study literature vs. studying literature. Rationale for integration literary texts in language teaching – Extensive reading and literature in classroom – selection of literary texts – authentic – cultural specific- translations from Indian / native languages.

3.3.8. Pronunciation: pronunciation in language learning – production and perception of the significant sounds of a language to achieve meaning in contexts of language use. – Segmental sounds, of stressed and unstressed syllables or intonation. – central role of pronunciation in personal and social lives – intelligible pronunciation as essential component of communicative competence – teachers awareness of the processes – Effective teaching of pronunciation – teachers’ competence: linguistics proficiency in the target language, knowledge about this language and the ability to identify and select specific aspects of language –

3.3.9. Story Telling: Stories as input for language learning – story reading ( as opposed to teaching stories as texts) as a classroom methodology with in a Whole Language perspective – Reading stories out aloud, Repeated reading, Choral reading, Story retelling and rewriting activities to build on existing language proficiency and skills - Important methods: (i) Shared reading of Big books, large size high –interest books – Reading cards – short graded passages / stories – “Talking Books (cassettes / CD plus book) model speech as well as reading - Print rich environment - using stories as a device to provide print rich inputs - Selection of stories – cultural – social contexts – telling and retelling of stories – child chosen texts / stories - children created stories – story writing as a process of learning across curriculum -

3.2.10. English Language Classroom Engagement: Activities and tasks: Social cultural background of the teacher and learners – why interactions – socio-cultural theory - Learner autonomy – student-teacher roles – Organisation of classroom activities: pair work, Group work, dialogues, role play, debates and discussions, dramatisation, - Pedagogical understanding of the activities: learner initiating, taking turns, engagement with language through peer interaction, learner supplying information, agreeing –disagreeing- drawing conclusion; rationalising; use of language by learners, construction of ideas- knowledge / language - connection with their life- previous knowledge –management of classroom activities and tasks.

Suggested readings:
• Cathy Spagnoli (Year not mentioned) Telling Tales from Asia: a resource book for all who love telling stories. Tulika. Chennai
• Mohanty, Bilingualism in a Multilingual Society: Psycho-social and Pedagogical Implication. Mysore: CIIL
• NCERT 2008. Reading for Meaning. New Delhi: NCERT.
• UNESCO. 2007 Advocacy Kit for Promoting Multilingual Education: Including the Excluded. UNESCO Asia and Pacific Regional Bureau for Education, 920 Sukhumvit Road, Prakanong, Bangkok 10110. Thailand
CPS 2 (A): Pedagogy of Physical Science - Part1

Contact Hours: 4 hrs per week
Max. Marks: 100
Internal : 30
External : 70

Objectives
After completion of the course, the students will be able to:

- Gain insight into the meaning, nature, scope and objectives of science education.
- Practice various approaches of teaching-learning of science.
- Employ various techniques of transaction of science.
- Use effectively different activities/demonstrations/laboratory experiences for teaching-learning of science.
- Facilitate development of scientific attitudes in learners.
- Construct appropriate assessment tools for evaluating science learning.

UNIT – I: Nature of Physical Science

- What is Physical Science?
- Nature of Physical Science
- Facts, Concepts, Theories and generalization into laws
- Scientific Method: A critical view
- Historical and developmental perspective of science; major scientific achievements in the physical sciences: Impact on society, and futuristic views.

UNIT – II: Science in School Education

- Why to teach Science in Schools?
- Cognitive, content, process, historical, environmental and ethical validities in teaching science;
- Science Education in India: Historical Perspective
- Physical Science in School Curriculum: From Subject-centered to behaviorist to constructivist approach to curriculum development;

Unit III: Pedagogy in Physical Sciences

Nature of scientific disciplines, constructivist approach in learning, Physical science at of various levels of school education, physical science as a discourse of interdisciplinary learning, communication in physical sciences with other sciences. Theoretical basis of school Physical education with subject specific examples.

UNIT VI: Development of Analytic Ability.

Analysis of the organization of relationships between concepts, laws and theories in physical sciences, erroneous concepts of scientific knowledge and remedies, learner’s preconception, sources of misconception, effective remedies.

UNIT V: Learning Resources in Physical Science

- Print Resources; Text books, Popular Science books, Journals and Magazines
- Dale’s cone of Experience
- Use of ICT in teaching learning of Physical Science
• Resources specific to children with special needs
• Learning resources from immediate environment
• Using Community Resources; Bringing Community to the class, Taking Class to the community (Field visits)
• Science Kits
• Laboratory as Learning Resource
• Resource specific to children with special needs.

Sessional Work

(i) Activity/Laboratory experiences in learning Physics/Chemistry
Organizing activity based class room, use of instructional material (learner participation in developing them), use of laboratories, field experiences, ICT application.

(ii) Curricular Components
Encouraging learner to non formal channels such as debates/discussion project, exhibition, science and technology fair, children science congress, state and national level science exhibition, community participation.

Mode of Transaction
Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress, State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district/state central agencies; community participation.

Suggested readings

• NCERT, Position Paper of NFG on Teaching of Science -2005.
• NCERT, Position Paper of NFG on Habitat and Learning – 2005
• NCERT Position Paper of NFG on Examination Reforms – 2005
• NCERT, Pedagogy of Science, Textbook for B.Ed. Part I & II (2013)
• Their, DH, Teaching Elementary School Science: A Laboratory Approach, Sterling Publication Pvt. Ltd (1973)
• Science Teach (NSTA’s peer reviewed journal for secondary science teachers)
• Journal of Research in Science Teaching (Wiley-Blackwell)
• Misconceptions in chemistry, addressing perceptions in Chemical Education, Bake, Hans Dieter, Al Yitbarek, Sileski, Publication of Springer.
• Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching, Routledge, London and New York.
• Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)
Web Sites

CPS 3(B): Pedagogy of Biological Sciences-Part 1

Contact hours: 4 hrs per week
Max. Marks-100
Internal : 30
External : 70

Objectives
After completion of the course, the students will be able to:

- Gain insight into the meaning, nature, scope and objectives of Biological science education.
- Practice various approaches of teaching learning of Biological science.
- Employ various techniques of transaction of Biological science.
- Use effectively different activities/demonstrations/laboratory experiences for teaching learning of Biological-science.
- Facilitate development of scientific attitudes in learners.
- Construct appropriate assessment tools for evaluating Biological-science learning.

UNIT – I: Meaning, Nature and Scope of Biological Science

- What is Biological-Science?
- Nature of Biological-Science
- Facts, Concepts, Theories and generalization into laws
- Scientific Method: A critical view
- Historical and developmental perspective of biological science; major scientific achievements in the biological sciences: Impact on society, and futuristic views.
- Biological-Science and Society, Biological Science and Sustainable environment and our planet.
- Aims of Learning Biological-Science; Knowledge and Understanding through Science, Nurturing Process skills; Development of Scientific Attitude and Scientific Temper, Nurturing the Curiosity, Creativity and Aesthetic Sense; Imbibing the values, Development of Problem Solving Skill
- Role of a Biological-Science teacher

UNIT –II: Biological-Science in School Education

- Why to teach Biological-Science in Schools?
- Cognitive, content, process, historical, environmental and ethical validities in teaching biological science;
- Biological-Science in School Curriculum: From Subject-centred to behaviourist to constructivist approach to curriculum development;
- Trends of NCERT syllabi, teacher as curriculum developer.
- Biology curriculum reform in school education
- Curriculum to classroom and life experiences

UNIT –III: Understanding Objectives of Biology Learning

- Learning Objectives of Biological-Science; Meaning of learning objectives, Bloom, Anderson and Krathwohl’s Taxonomy, Writing Learning Objectives, Learning Objectives in the Constructivist Perspective
• Pedagogical Shift in Biological Science; Pedagogical shift from Science as fixed body of knowledge to the process of constructing knowledge;
• Democratizing science learning: Critical pedagogy; Pedagogical Shift: Inclusion.
• Future plate-forms for contributing and practicing of Biological science education.

UNIT – IV: Approaches and Strategies for learning Biological Science
• Constructivist Approach
• Inclusive approach
• Inquiry approach
• Collaborative Learning Approach (CLA)
• Problem Solving Approach (PSA)
• Project Method
• Discovery / heuristic method
• Laboratory and field Method (Experimental learning)
• (System approach, content analysis) Concept Mapping
• Cognitive conflict (Intuitive inter and intrapersonal dialogue)
• Analogy strategy

UNIT – V: Learning Resources in Biological – Science
(Nature, components, needs and functions)
• Learning resources from immediate environment
• Using Community Resources; Bringing Community to the class, Taking Class to the community (Field visits)
• Biological-Science Kits
• Laboratory as Learning Resource and its management
• Print Resources; Text books, Popular Science books, Journals and Magazines
• Dale’s cone of Experience
• Use of ICT in teaching learning of Biological - Science
• Resources specific to children with special needs

Topics for Internal assessment
(i) Activity/Laboratory experiences in learning Botany / Zoology
Organizing activity based classroom, use of instructional material (learner participation in developing them), use of laboratories, field experiences, and ICT application.

(ii) Curricular components
Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress, State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district/ state central agencies; community participation.

(iii) Analysis of innovative and suggestive studies and reporting on its applicability as a reflective teacher for realizing creative learning of Biological-Science.

Suggested readings:
• NCERT Position Paper of NFG on Examination Reforms – 2005
• NCERT, Pedagogy of Science, Textbook for B.Ed. Part I & II (2013)
• NCERT, Position Paper of NFG on Habitat and Learning – 2005
• NCERT, Position Paper of NFG on Teaching of Science -2005.

• Bhar, suraj prakash (2006) teacher training lotus press, new delhi
• Journal of Research in Science Teaching (Wiley-Blackwell)
• Misconceptions in chemistry, addressing perceptions in Chemical Education, Bake, Hans Dieter, A1 Yitbarek, Silesi, Publication of Springer.
• Science Teach (NSTA’s peer reviewed journal for secondary science teachers)
• Sood, J.K. (1987): teaching of life science, kohli publishers Chandigarh
• Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)
• Thurber & Colletta (1964) Teaching of Science in Today’s Secondary School, Prentice Hall Pvt. Ltd, New Delhi
• Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching, Routledge, London and New York.
• Yadav, M.S. (2000): Modern methods of teaching sciences, Anmol publishers, Delhi
• कुलशेष्ट, एस.पी. (2006) जीव विज्ञान रश्मा लाल बुक दिया मंदिर
• मंगल, एस.कॉ. (2010): जैविक विज्ञान रश्मा लाल बुक दिया मंदिर
• महेर वरी श्री.कॉ. (2003) जीव विज्ञान लिंग सुरंग पाठ्यक्रम को मंदिर
• भूमि रण, भौतिक (2008) जीव विज्ञान रश्मा जीवन पुस्तक मंदिर आगरा
• श्रीमली, भुजन एवं रिहानी (2013) विज्ञान रश्मा राजस्थान हिंदी विद्यालय अकादमी, जयपुर
• रावत एवं अग्रवाल (2014) नवीन विज्ञान रश्मा श्री जीवन पुस्तक मंदिर, आगरा
• http://www.edu.uwo.ca
CPS 3 (B): Pedagogy Social Science- Part 1

Contact hours: 4 hrs per week
Total Marks: 100
Internal : 30
External : 70

Introduction
The pedagogy course in social science is necessary to familiarize students-teachers with the content and methodology of teaching the subject at secondary and senior secondary level of school education. Syllabus helps to relate students with changing nature of knowledge in social science discipline. This syllabus makes a radical break with the past practices of teaching social sciences with introduction of constructivist and experimental pedagogy to cope with real life situation.

Main aims of the course are:
- To help student-teachers revisit the key concepts of social science.
- To encourage to grasp the key concepts and categories through constructivist and experimental pedagogy.
- To develop related skills for using these in the classrooms at secondary and senior secondary level.

UNIT-I Nature of Social Sciences
- Meaning, nature and scope of Social Science.
- Interdisciplinary approach in Social Science.
- Epistemological and Normative base of Social Science.
- Humanism and values enshrined in the Indian Constitution through Social Science.
- Objectives of Teaching Social Science at Secondary and Senior Secondary level.

Learning Activities
- Group discussion
- Analysis of Social Science (Text Book)
- Project work should be done on few topics like, food, Water, Resources, Architecture and Urbanization, Transportation and communications, Socio-political systems, everyday life, local government
- Reading and discussion on humanistic values. Students will share their experiences that how they observe those values in society

UNIT-II Study of Social Problems
Social problems and their analysis; Data, evidences, methods and resources on social Sciences-History, Geography, Pol. Sc., Sociology and Economics
Observations and field work; Construction of arguments and explanations on social issues
Use of Community resources, Role of social science teacher, Social Science and Education for citizenship

Learning Activities
- Teacher and student will list out social problems from Geography, Pol. Sc., Sociology and Economics
- Group will be formed in class and each group will study social problem separately.
• Group will present their work on social problem. After presentation group discussion will be organized.
• Writing reflections on observations of society.
• Rubrics and peer assessment should be used to assess group work.

UNIT-III Assessing Curriculum material
• Content of Social Science and Pedagogical analysis
• Discussion and assessment of the social science syllabus of MP/Chhattisgarh/Maharashtra/Gujarat at Secondary and Senior Secondary level
• Assessing textbooks of social science of MP/Chhattisgarh/Maharashtra/Gujarat related to secondary and senior secondary level
• Current Affairs and Controversial topics in Social Science

Learning Activities
• Discussion and assessment of syllabi. Two Social Science syllabi may be taken up for any given stage of education viz. Secondary and senior secondary
• Assessing textbooks. Two Social Science textbooks may be taken up for discussion. Of these, some may be for secondary classes, others for senior secondary classes. It would help if the textbooks are from different parts of the country for eg. MP/Chhattisgarh/Maharashtra/Gujarat.
• Students will analyze content from social science books of NCERT.

UNIT-IV Pedagogical Methods
• Place of various social science subjects in Secondary curriculum
• Pedagogies in social science- interaction, critical, and constructivist.
• Process skills in social science like observing, classifying, interpreting, organizing, evaluating, synthesizing, problem solving, decision-making, inquiry, conceptualizing.
• Constructivism and role of teacher.
• Relating subject content with real life situation-going beyond textbooks.
• Use of learning resources to create learning situation.

Learning Activities
• Classroom will have discussion session on different pedagogies in social science
• Student teacher will plan process skill based lesson on social science concept.
• Developing learning resources on lesson plans with the use of different media (Graphics, Display board, projected aid, print media, audio-visual, multimedia, internet)
• Visit to geography lab, History lab.
• Visit to museum, historical places, and political event.

UNIT-V Assessment
• Nature of assessment in social-science
• Assessment of learning processes in social science
• Assessment in context and process
• Assessment of qualitative reflection- open book test, open ended question, Portfolio, Rubrics, Peer Evaluation

Learning Activities
• Questions for testing quantitative and qualitative skills.
• Construction of open-ended question and open-book test
• Developing criteria for the assessment of response of Open Ended question and Open book test
CPS-3 (B): Pedagogy of Mathematics – Part I

Contact hours: 4 hrs per week
Max. Marks: 100
Internal: 30
External: 70

Objectives
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
- channelize, 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
- construct appropriate assessment tools for evaluating mathematics learning;
- 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.

UNIT I
Nature of Mathematics:
- The growth and Development of Mathematics
- The abstract nature of Mathematics
- The significance of Mathematics
- The inevitable role of Mathematics in school curriculum

The Axiomatic frame work of Mathematics:
- Axiomatic systems and their classical examples from Geometry and Algebra
- Undefined terms and defined terms in Mathematics
- Reasoning and types reasoning
- Proofs and types of proofs, Distinction between proof and verification in mathematics
- Paradoxes and fallacies

UNIT-II
Learning Outcomes in Mathematics:
- Induction of specific attitudes like Mathematisation, problem solving, logical thinking, drawing inferences, visualizing, etc. in the learner's personality
- Emphasis on use of Mathematics in daily life contexts
- Role Mathematics in other subject areas- inter disciplinary approach
Unit III
Problem posing and problem solving in Mathematics

Problem posing:
- Problem posing skill contextualized to recognition of patterns
- extension of patterns
- formulization of conjecture and generalization through several illustrations drawn from the learner's immediate environment
- skill development of process questioning

Problem solving:
- Understanding of the problem
- splitting the problem into known and unknown parts
- symbolization and mathematical information
- solving the problem with multiplicity of approaches
- looking back at the solution

Unit IV
Construction of concepts
- Recall and consolidation of various concepts with varied examples
- Teaching of Arithmetic
- Teaching of Algebra
- Teaching of Coordinate geometry
- Teaching of Geometry
- Teaching of Trigonometry
- Teaching of Mensuration
- Teaching of Data handling and Probability
- Misconception and common errors

UNIT V
Integration of Mathematical content with activities
- Identifying activity in several content areas conducive to the comprehension of learners
- Inculcating skills in Designing, Demonstrating, Interpreting and drawing inferences of activity/concrete models and using ICT as a tool for visualization of certain concepts (use of Geo-gebra, for example)

Mode of Transaction
- Providing opportunities for group activities.
- Group / individual presentation
- Providing opportunity for sharing ideas.
- Exposing to exemplar constructivist learning situations in mathematics.
- Designing and setting up models, teching aids and activities/ laboratory work.
- Visit to district, state and national level science exhibition.
- Audio visual presentation followed by its analysis and discussion.
- Reflective written assignments.
- Case studies.

Modes of Assessment
- Presentation and communication skills in Mathematics
- Posing conceptual questions from simple situations. Interpretation and analysis
- Designing innovative learning situations
- Performance in group activity
- Laboratory experiences
- Reflective written assignments
• Written test on conceptual understanding of specific topics and its pedagogy
• A year and summative assessment by the University

Suggested readings:
• Teaching Mathematics in the Secondary School, Reinhart & Company INC, New York, 1954
• Mathematical Discovery (Volume I and II), George Polya, John Wiley & Sons, New York and London, 1962 (i), 1965 (ii)
• Teaching Mathematics in Elementary School by C.G.Corle, The Ronalal Press Company, New York (1964)
• Activity for Junior High School and Middle School Mathematics, Volume II, NCTM, USA, 1999
• Geometry-History, Culture and Techniques, J.L.Heilborn, Oxford University Press 2000
• Mathematics, Part I and II TEXTBOOK FOR CLASS XII, 2007, NCERT, New Delhi
• Mathematics, Part I and II TEXTBOOK FOR CLASS XI, 2006, NCERT, New Delhi
• Mathematics, TEXTBOOK FOR CLASS X, 2007, NCERT, New Delhi
• Mathematics, FOR CLASS VIII, 2008, NCERT, New Delhi
• Mathematics, FOR CLASS VII, 2007, NCERT, New Delhi
• Nationa Curriculum Frame work-2005, NCERT
• Position Paper of NFG on teaching of Mathematics-2005,NCERT

Journals
• 16. Teaching Children Mathematics (TCM), NCTM, USA,
• 17. Mathematics Teaching in Middle Schools (MTMS), NCTM ,USA
• 18. Journal of Teacher Education , Springer Verlog Netherlands
• 19. Mathematical Thinking and Learning, Philadelphia, USA

Web-Sites:
• WWW.Mathforum.org/dr.math
• WWW.sakshat.ac.in
• WWW.web.utk.edu
• WWW.confuence.org
• WWW. nationalmathtrail.org
• WWW.gsh.org/lists/hilites.html
• WWW.kn.pacbell.com/wired/bluwebn
• WWW.gsn.org/pr
• WWW.education-world.com
• WWW. nctm.org
• WWW.kn.pacbell.com/wired/bluwebn
• WWW.ncert.nic.in
• WWW. nroer.gov.in/
CPS 4: Assessment for Learning-1

Contact hours: 2 hrs per week
Max. Marks: 50
Internal : 15
External : 35

Objectives:
The trainee teachers will be able to-

- Understand the nature of assessment and evaluation and their role in teaching learning process.
- Understand the perspectives of different schools of learning on learning assessment
- Realise the need for school based and authentic assessment
- Examine the contextual roles of different forms of assessment in schools
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques
- Develop assessment tasks and tools to assess learners’ performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners’ performance in schools
- Develop indicators to assess learners’ performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNIT-I: Perspectives on Assessment and Evaluation

- Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- Difference between ‘true ability’ and ‘observed ability’
- Principles of Assessment and Evaluation
  - Behaviourist, Cognitivist and Constructivist
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic.

UNIT-II: Assessment in school

- Need for continuous, formative and diagnostic assessment

Classification of assessment based on-
- Purpose: prognostic, formative, diagnostic and summative
- Scope: teacher made, standardized
- Attribute measured: achievement, aptitude, attitude, etc.
- Nature of information gathered: Qualitative, quantitative
- Mode of response: Oral and written; selection and supply
- Nature of interpretation: norm referenced, criterion referenced
- Context: internal, external
• Need for Continuous and Comprehensive Assessment
• School based assessment
• Grading
  o Concept, Types and Application
  o Indicators for grading
  o CBSE and State evolved indicators

UNIT-III: Assessment of Learning
• Dimensions of learning
  o Cognitive Learning
    • Assessment of cognitive learning
• Types and levels of cognitive learning: understanding and application
• Thinking skills - convergent, divergent, critical, problem solving, Higher Order Thinking Skills (HOTS) and decision making
• Items and procedures for their assessment
  o Affective Learning
    • Assessment of affective learning
• Attitude and values, interest, self-concept
• Items and procedures for their assessment
  o Performance
    • Assessment of Performance
    • Tools and techniques for assessment of skills

UNIT-IV: Assessment for Learning
New Trends in Evaluation (Need and Use)
• Question bank
• Grading system
• Online Examination
• Open Book Examination
• Credit System
• Exam on Demand (meaning & uses only)
• Assessment information as an input for learning, metacognition and development
• Assessment devices
  o Projects
  o Assignments
  o Work sheets
  o Practical work
  o Performance based activities
  o Seminars
Assessment of Group Processes
  o Collaborative/Cooperative Learning and Social skills
  o Portfolio Assessment
  o Meaning and scope
  o Uses
  o Planning
  o Development
  o Assessment
  o Self, Peer and Teacher Assessments
  o Reports
• Developing Subject Specific Performance Tasks

Sessional Work
Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage
Analyse the question papers of the subject of your choice (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 using ICT as a tool.
Planning of an achievement test
Planning of other assessment tools
School visits followed by presentation on evaluation practices in schools
Data processing and interpretation of any achievement test of school students

Suggested readings
EPC 3: Understanding ICT and its Application-I

Contact Hours: 2 hrs. per week
Max. Marks: 50
(Only internal)Min. Marks: 20
Marks: 20

Objectives
On completion of this course the student teachers will be able to:

- Appreciate the historical development of various educational media
- Explain ICT and its application in education
- Demonstrate understanding of the main components of the computer hardware in use
- Use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- Differentiate between digital and non-digital resources
- Explain various operating systems and their main functions
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use
- Use internet technologies efficiently to access remote information, communicate and collaborate with others in different learning situations.
- Plan multimedia based learning content using open source authoring software
- Develop technology integrated learning materials using ICT tools
- Explain different approaches of ICT integration in education
- Use various ICTs for project based/problem based constructivist learning environment
- Use ICT for designing innovative pedagogical approaches

UNIT-I: Introduction to Information and Communication Technology

- Use of Technology in Education: A look back
  - Role of technology in enhancing learning: basic theories of communication, system theory and learning theory
  - Historical account of the development of various educational media (audio, print, video, storage, display, projection)
  - Review of the role of technology in traditional pedagogical practices-programmed learning, Keller’s plan, Computer Based Instruction, Mastery Learning.
  - Role of technology in emerging pedagogical practices; importance of new media literacy
- Information and Communication Technology: Meaning, nature and advantages
- Hardware Fundamentals
  - Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers
  - Computer Network-LAN, WAN.
Internet – concept and architecture; Locating internet resources – browsing, navigating, searching, selecting, evaluating, saving and bookmarking
Use of digital still and video camera, digital sound recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources

Software Fundamentals
Software – Meaning and types; System software and Application software
Operating systems – Meaning and types; Windows, Linux, Macintosh – Navigating the desktop, control panel, file manager, explorer, and accessories
Source and binary code; Proprietary software, open source software, shareware and freeware- concept, philosophy, types, and advantages.
Licenses – Software license, document license, fair use and piracy

UNIT-II: Software Applications
Application software- Meaning and types
Introduction to office applications
Word processing – Text (Indian and English), common features, functions and use. Educational applications of word processing
Spreadsheet – Common features, functions and use; Educational applications of spreadsheets-Recording, reporting, and research
Presentations – Common features, functions and use; Educational applications of presentations
Databases – Common features, functions and use; Educational applications of database
Drawing tools – Diagrams, concept maps, timelines, flow charts; Educational applications of these tools
Multimedia tools- Audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive multimedia contents
File formats and conversion, utility tools
Cloud computing: Meaning and advantages
Software as Service – Online software tools and applications and their educational use

UNIT-III: ICT and Pedagogy
Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
Subject specific ICT tools for creating and facilitating learning
Subject specific online resources and their use
Designing technology integrated learning experiences
ICT integrated Unit plan – Use of Web 2.0 for creating constructivist learning environment
Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
ICT for Pedagogical Innovations
Project/problem based learning (PBL): Role of ICT in developing technology integrated PBL unit
Web Quest and virtual field trips: Concept, process, and use in the classroom
Multiple intelligences in classroom: ICT tools and applications
Mobile learning and related applications
Sessional Work

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Practicing word processing using Indian language software
- Practice in installing various system and application software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Creating digital concept maps, flow charts, timelines for a particular content
- Creating screen cast video of a lesson
- Creating a podcast using audacity and sharing it on podcasting site
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating a simple 2D animation using pencil or Tupi
- Creating and editing various graphics
- Creating account in teachertube/slideshare and sharing your video/presentation. View and comment on others contributions
- Enrolling and completing some MOOC courses of interest
- Creating resources for flipped classroom and practicing flipped learning in school
- Evaluating OER resources. Creating and sharing OER materials
- Developing technology integrated unit/lesson plans and trying out this in schools
- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Taking part in an ICT integrated online project based or problem based learning activity

Suggested readings

• Evant, M: The International Encyclopedia of Educational Technology.
• Jane Hunter (2015).Technology Integration and High Possibility Classrooms: Building from TPACK
• Liz Arney (2015.)Go Blended!: A Handbook for Blending Technology in Schools
• NCERT (2013) Information and Communication Technology for School System: Curricula for ICTs in Education (students and Teachers), Version-1.2, CIET-NCERT, NCERT, New Delhi (www.ictcurriculum.gov.in)
• NCERT (2013) National Repository of Open Educational resources (NROET), CIET-NCERT, NCERT, New Delhi (nroer.gov.in)
EPC-5: Health, Physical Education and Yoga -1

Contact hrs: 2 hrs per week
Max. Marks: 50
Internal: 15
External: 35

Objectives:
- To promote amongst the teacher trainees healthy practices and competency, physical education, sports and yoga through participation.
- To enable the trainees to organize selected health, physical education and yoga activities in schools.
- To develop specific skills related to major games and yoga.
- To develop the correct skills in practicing yoga.

UNIT-I:
- Concepts of Health, Yoga and Physical Education and the Inter-relationship between three.
- Need and importance of school health education programme.
- Posture, common postural deformities, corrective measures.
- Physical fitness and its components. Importance of Physical fitness in one’s life, contribution of sports and yogic practices.

UNIT-II:
- Development of fundamental skills (Running, Jumping and throwing).
- Warming up and conditioning exercises (General and specific), circuit training.
- Effects of exercise on various body systems.

Unit III:
- **Concept and practices of Yoga**: Salient features of Yoga (universal; practical; discipline; an evolutionary process; positive approach to health; as self therapy; a way of life.).
- **Ashtanga yoga and its steps**: (Yam, Niyam, Asan, Pranayam, Pratyahar, Dhyan, Dharma and Samridhi)
- General principles of Yogic practices.

UNIT-IV:
- **Food and nutrition**: Constituents of food, Balanced Diet and Consumer Education.
- **Obesity**: Causes of Obesity, its prevention through exercise and workout, maintenance of ideal body weight.
- **Naturopathy**: Definition, principles and Modalities of naturopathy.

UNIT-V:
- **Organisation and conduct of major games** (Athletics, Badminton, Basketball, Cricket, Football, Kho-Kho and Volleyball) dealt under the following heads:
  - Instructions & demonstrations of basic skills
    - Equipments and ground dimensions
- Common rules with interpretations
- Organisation and conduct of tournaments/competition
- Mode of Transaction:
  - Evaluation
  - References.

**Sessional Work**
The internal evaluation will be made through by assessing the performance in various activities at the end of semester.

**Mode of Transaction**
The curriculum will be transacted both in the classroom and on the field with a focus on prescribed aspects.

**Suggested Readings**
- David A. Armbruster and Leslie W. Irwin, Basic skills in sports for men and women, St. Louis- The C.V. Mosby Company, 1958.
- L. Walling, Sanfernando, Gene A. Logan, Figure improvement and body conditioning through exercise, U.S.A: Ronald Press Company, 1964.
- Dr. Kamakhya Kumar, Yoga education a textbook published New Delhi: Shipra publication, 2012.
Introduction
This is a core course that brings together perspectives from many other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It offers a site for prospective teachers to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them (Olson & Bruner, 1996). Learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science (Mukunda, 2009; Piaget, 1997; Vygotsky, 1997). They will engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limit the perspective on education (Erlwanger, 1973). The centrality of curiosity, interest, active engagement and inquiry in learning at all levels will be emphasized. Student-teachers will engage theoretically and through observation with the notion of learning as construction of knowledge (NCERT, 2005; Phillips, 1995).

They will also investigate the differences and connections between learning in school and learning outside school (Rampal, 2003; Rogoff, Baker-Sennett, Lacasa, & Goldsmith, 2-Year B.Ed Curriculum 1995). Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners’ motivation, and develop analytical tools to understand such learning. Reflection on learning will therefore have the following broad components:

- Understanding learning: socio-cultural and cognitive processes
- Understanding the learner
- Learning in and out of school

Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching (Holt, 1964). They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning (Ladson-Billings, 1995; Plato, 2009). They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques (Carr, 2005 Chapter 2; Lampert, 2001).

Values, personal relationships between teacher and learners, relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners, all shape and are shaped by the work of teaching. Student-teachers will analyse teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth (Shulman, 1986; Kosnick and Beck, 2009). Reflection on teaching will hence have the following broad components:
• Teaching as a complex activity
• Analysing teaching in diverse classrooms
• Teaching as a profession

Modes of transaction: The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children’s work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers’ diaries (Badheka, 2006; Bhatt, n.d.).

Course - 3: Learning and Teaching
This is a core course that brings together perspectives from many other courses and draws upon theoretical frames from psychology, philosophy, sociology, and language learning. It offers a site for prospective teachers to reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them (Olson & Bruner, 1996). Learning encompasses many dimensions: knowledge, skills, values, beliefs, attitudes and habits. Student-teachers will understand theories of learning as conceptualized currently within psychology and cognitive science (Mukunda, 2009; Piaget, 1997; Vygotsky, 1997). They will engage critically with theories that reduce learning to behavioural and testable components, which have been influential in education, but which narrowly limit the perspective on education (Erlwanger, 1973). The centrality of curiosity, interest, active engagement and inquiry in learning at all levels will be emphasized. Student-teachers will engage theoretically and through observation with the notion of learning as construction of knowledge (NCERT, 2005; Phillips, 1995).
They will also investigate the differences and connections between learning in school and learning outside school (Rampal, 2003; Rogoff, Baker-Sennett, Lacasa, & Goldsmith, 2-Year B.Ed. Curriculum 1995). Finally, they will form strong images of what powerful learning in a classroom can be, its relationship with learners’ motivation, and develop analytical tools to understand such learning. Reflection on learning will therefore have the following broad components:
• Understanding learning: socio-cultural and cognitive processes
• Understanding the learner
• Learning in and out of school

Student-teachers will appreciate that all teaching is directed at learning, and that the learner is at the heart of teaching (Holt, 1964). They will critically question the widespread belief that teaching is telling (informing/demonstrating), and understand culturally responsive teaching approaches that support learning (Ladson-Billings, 1995; Plato, 2009). They will explore the activity of teaching in a formal setting, and appreciate it as a contextually located, highly complex enterprise, that cannot be reduced to techniques (Carr, 2005 Chapter 2; Lampert, 2001).
Values, personal relationships between teacher and learners, relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners, all shape and are shaped by the work of teaching. Student-teachers will analyse teaching as a profession, reflect on their beliefs and practices, multiple responsibilities located in an institutionalized setting, and the need and opportunities for professional growth (Shulman, 1986; Kosnick and Beck, 2009). Reflection on teaching will hence have the following broad components:
• Teaching as a complex activity
• Analysing teaching in diverse classrooms
• Teaching as a profession
Objectives:
The focus of the course would be to facilitate the student teachers:

- 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 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 as a basis for designing learning environments and experiences at school
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers
- Explore the factors contributing for individual development and facilitate learner development
- To understand the meaning and nature of instructional design and technology
- To understand the different approaches to instructional design
- To plan and develop instructional design based on different models
- To understand the process of communication and its role in teaching learning process
- To plan and develop various instructional media for educational use
- To understand the multimedia based instructional design

UNIT -I: Development, Learning and Cognition

- Understanding meanings and distinctiveness of human development and learning
- Exploring relationship between ‘development’ and ‘learning’
- Meaning of ‘cognition’ and its Role in learning
- Language development and its Role in learning
- Socio-cultural factors that influence cognition

UNIT –II: Theoretical Perspectives on Learning: An Overview

- Evolving theoretical perspectives on human learning: behaviourist, cognitivist, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Gagne, Ausubel, Bruner, Piaget, Rogers, Vygotsky)
- Concepts and principles of each perspective and their applicability in different learning situations. (Briefly trace the concepts and principles of learning through the key ideas of above thinkers for developing richer and more inclusive perspective of learning)
- Relevance and applicability of various theories of learning for different kinds of learning situations
- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge b) model c) facilitator d) negotiator e) co-learner
- Distinctions between learning as ‘construction of knowledge’ and learning as ‘transmission and reception of knowledge’
• Understanding processes that facilitate ‘construction of knowledge’: Experiential learning and reflection, Social mediation, Cognitive negotiability, Situated learning and cognitive apprenticeship, Meta-cognition (Treatment of each should be done by drawing on classroom situations or content/theme of learning)

UNIT – III: Facilitating Learner Development
• Understanding behavioral problems and managing it
• Developing a confident learner – self esteem, self concept, self efficacy, and locus of control
• Creating positive learning environment: Approaches to classroom management
• Creating culturally compatible classrooms – managing classroom groups and working in teams
• Learner motivation: approaches and strategies

UNIT – IV: Teaching, Teacher and the Teaching Process
• Teaching: Meaning, Nature, Process, Difference between teaching, training and instruction, Teaching as a complex activity, Analysing teaching in diverse classrooms
• Teaching as a profession
• Professional Ethics of Teaching Profession
• Professional organization for various levels of teachers and their role
• Future of teaching as a profession
• Changing Role of the Teacher in 21st Century
• Performance appraisal of teachers

UNIT – V: Designing Teaching/Learning Process
• Modalities of teaching – Teaching as different from Indoctrination, instructions, conditioning and training, Stages of Teaching – Pre-active, Interactive and Post active Teaching at different levels – Memory, understanding and reflective levels of organizing teaching and learning.
• Communication Process: Concept of Communication, Principles, Modes and Barriers to communication, class-room communication (Interaction, Verbal and Non-verbal), Models of Communication:- Shannon and Weaver Model of Communication, Berlo’s Model of Communication, Lasswell’s Model of Communication.
• Designing Instructional System: Principles of Instructional Design, Different Models of Instructional Design (4-C, ARCS, ASSURE, ADDIE), Models of Teaching(Concept Attainment Model, Advance Organiser Model, Inquiry Training Model, Inductive Thinking Model, Synectics)
• Instructional Strategies :Discussion, Seminars, Tutorials and Brainstorming sessions, Team Teaching, Individualised Instruction, Cooperative Learning, Mastery Learning.

Modes of Transaction
The course will involve students integrating the study of academic texts with visits to schools and other field sites, and the analysis of a variety of records of learning and teaching. These should include videos of lessons, examples of children’s work, records that capture a variety of images of learning and teaching. Student participation will be in an inquiry mode, involving planning exploration, sharing and reflecting, analytical writing, and studying teachers’ diaries (Badheka, 2006; Bhatt, n.d.).
Suggested Sessional Work

- Reflective Written Assignments – comments and grade
- Field observation notes – comments and grade
- Participation in discussions – to be assessed qualitatively (along a set of rubrics)
- Analysis of a learning situation and case study, using theoretical perspectives – to assess for conceptual grasp and clarity of analysis – comments, further questions, grade
- A written test can be given on ‘conceptual grasp’ of theories of teaching, learning and cognition, as well as ‘working understanding’ of constructivist approach to construction of knowledge – evaluated with marks
- Assignment on the implications of Piaget/Vygotsky/Ausubel’s approach to teaching-learning
- Creative journal writing
- Developing lesson/unit plans based on various instructional designs
- Production of multimedia in the computer laboratory
- Development of e-content using some of the open source authoring software
- Exposure to on-line learning using learner management system – Moodle, .exe learning
- Group discussion on variations in human development and related factors
- Student seminar on developmental stages
- Student panel discussion of selected themes.
- Class presentations
- Readings and class discussions
- Assignments

Suggested reading

• Buch MS and Santhasnam, MR: Communication in Classroom, CASE, Baroda.
• Budgett, R. and Leedham, J aspects of Education Technology (Eds.), Pitman, London.
• Evant, M: The International Encyclopedia of Educational Technology.
• Gage, N.L. (1964). Theories of Teaching. In Theories of Learning and Instruction, NSSE University Press Year Book, Chicago.
• Jeanne Ellis Ormrod Educational Psychology: Developing Learners. Fourth Edition
• Patricia A. Alexander, Philip H. Winne (2006) Handbook of Educational Psychology
• Rosser, Rosemary A. (1993). Cognitive Development: Psychological and Biological Perspectives, Allyn and Bacon:USA
• Sarangapani M. Padma (2003), Constructing School Knowledge: An Ethnography of learning in an Indian Village, Sage Publication
• Sibia, A. (2006) : Life at Mirambika, NCERT, New Delhi
• Thorndike Edward L. (2007) Educational Psychology, Published by READ Books.
**PE 5: Knowledge and Curriculum**

Contact Hours: 4 hrs per week  
Max. Marks: 100  
Internal: 30  
External: 70

**Aim of the course**

This course will introduce students to perspectives in education and will focus on epistemological and social bases of education. It is hoped that this will help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it. Examination of the epistemological basis of education may focus on the distinctions between ‘knowledge’ and ‘skill’, ‘teaching’ and ‘training’, ‘knowledge’ and ‘information’, and ‘reason’ and ‘belief’, to engage with the enterprise of education. To discuss the basis of modern child-centered education, the course will study three concepts, namely, activity, discovery and dialogue, with reference to Gandhi and Tagore (Sabyasachi, 1997), Dewey (2004) and Plato/Buber/Freire(1998, 2000) respectively. The social bases of education will be examined by situating it in the context of society, culture and modernity. It will be studied with reference to the historical changes introduced by industrialisation, democracy and ideas of individual autonomy and reason. It will also try to understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity, with special reference to Ambedkar (Rodrigues, 2002). In this context one can also draw from the areas of ‘critical multiculturalism’ and ‘democratic education’ (Apple & Beane, 2006; Parekh, 2000) while analysing conceptions of learning rooted in conventional school practices and daily routine of a classroom and school. Concepts of nationalism, universalism and secularism and their interrelationship with education will be discussed with special reference to Tagore (2003) and Krishnamurti (1992).

The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education (Kumar, 2004). It possesses basic yet crucial questions such as: What is curriculum? Who prepares the curriculum and why? Who all participate in the making of the curriculum? What is the role of the state in the curriculum? The attempt is to help student-teachers question the notion of the curriculum as ‘given’. The relationship between the curriculum framework and syllabuses is traced. How the syllabus is translated into textbooks is understood through examples. It later helps student-teachers probe the question of representation and non-representation of various social groups in curriculum making. The idea of meritocracy is challenged by tracing linkages between the power embedded in various structures of society and knowledge. The common place rituals of school, its celebrations, and its notions of rules, discipline, or the time-table are discussed through what is valued and devalued, as received by children and the reproduction of norms in society. In this context, the role of the hidden curriculum and children’s resilience is examined. The idea of the curriculum as enacted and curriculum as process and practice is discussed. The relationship between power, ideology and the curriculum is traced (Apple, 2008). The student-teachers learn to critically analyse various samples of text-books, children’s 2-Year B.Ed Curriculum, literature, and teachers’ handbooks etc. The ways in which the curriculum is driven by assessment, which in turn is motivated by market interests is debated.
Objectives
- To gain insight about Knowledge and construction of knowledge.
- To understand the concept and principles of curriculum.
- To understand the bases and determinants of curriculum studies.
- To gain insight into the development of curriculum.
- To appreciate the need for continuous and comprehensive curriculum reconstruction.
- To enable students to understand implementation and evaluation of curriculum.

UNIT-I: Knowledge
- Meaning, Concept, Nature, Types and Sources of Knowledge.
- Distinctions between Knowledge and Skill, Teaching and Training, Knowledge and Information, Reason and belief.
- How knowledge can be constructed, what is involved in construction of knowledge.
- Facets of Knowledge: what are different facets of knowledge and their relationship such as: Local and Universal? Concrete and abstract? Theoretical and practical? Contextual and textual? School and out of school?
- How is knowledge rendered into action? How to reflect on Knowledge.
- Organization of knowledge in school education.

UNIT-II: Concept of curriculum
- Meaning and nature of curriculum; Need for curriculum in schools.
- Differentiating curriculum framework, curriculum, syllabus and unit; their significance in school education.
- Curriculum visualized at different levels: National level; State level, school level, class level and related issues.

UNIT-III: Bases, determinants and considerations of curriculum
- Modern child centred education; with reference to Rousseau and Tagore,
- Activity, discovery and dialogue, with reference to Gandhi and Tagore, Dewey and Plato/Buber/Freire respectively.
- Social bases of education: in context to society, culture and modernity. (It will be studied with reference to the historical changes introduced by industrialisation, democracy and ideas of individual autonomy and reason.)
- Modern values : equity and equality, individual opportunity and social justice and dignity,( with special reference to Ambedkar)
- Critical multiculturalism’, Multilingualism and ‘democratic education)
- Concepts of nationalism, universalism and secularism and their interrelationship with education (with special reference to Tagore and Krishnamurti).
- Education as humanpower planning: influence of economy on education.
- Education and National priorities.
- Curriculum considerations: Educational objectives, Learners characteristic, Teachers experiences and concerns, Environmental concerns, gender, Inclusiveness, social sensitivity.
UNIT-IV: Curriculum development
- Concept, Need and Scope of curriculum development.
- Strategies of curriculum development.
- History of curriculum development.
- Guiding principles of curriculum development.
- Approaches of curriculum development: Administrative approach, Grass root approach, Demonstration approach, System approach.

UNIT-V: Implementation and Evaluation of Curriculum
- Role of school philosophy and Administration in creating context for curriculum development, Available infrastructure, Curriculum sites, resources (library, laboratory, school playground, neighborhood etc.
- Teacher’s Role in Curriculum construction, Curriculum Transaction, researching in curriculum.
- Role of a teacher as a critical pedagogue.
- Role of external agencies in providing curriculum and pedagogical supports to teachers within schools-local, regional, national.
- Conducting the curriculum material evaluation, text book analysis.
- Models of curriculum evaluation: Tyler model, Stakes model, Screven model, Kirkpatrick model.
- Utilizing evaluation result for curriculum improvement.

Sessional Work
- Study of NCF 2005 as well as the earlier school curriculum frameworks
- Discussion on purpose of curriculum framework
- Critical Evaluation of the extend to which the curriculum framework is reflected in the siyllabus
- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan
- How curriculum is evaluated and revised

Mode of Transaction
Lecture, Discussion, debate, Project, Activities etc.

Suggested readings:
इकाई— 1
हिन्दी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय संय हिन्दी या भाषा नहीं है।

पढ़ाई का सृजनात्मक नजरिया

- रचना को जानना, साहित्य की विभिन्न विधाओं को समझना
- विभिन्न सामाजिक परिपक्वता से एक रचना को विभिन्न दृष्टिकोण
- अलग—अलग कक्षाओं में एक ही रचना को पढ़ना
- भाषा शिक्षण—सामाजिक न्याय, समता—समानता, लिंग भेद, व्यविगत अंतर व समावेशित शिक्षा

गतिविधियाँ

- एक ही रचना की विभिन्न बच्चों (अलग—अलग क्षमता वाले) विशेष रूप से विभिन्न पृष्ठ बच्चे के समक्ष प्रस्तुति करने संबंधी शिक्षण युक्ति तैयार करना
- किसी कविता के शिक्षण के दौरान कविता के सांदर्भिक आदि भाषाप्रद पहलुओं पर चर्चा के साथ ही उसमें आए सामाजिक पहलुओं पर चर्चा करना, जैसे शामिल बहादुर सिंह रचित ‘बांद से थोड़ी सी गगबे’ पढ़ाने के बाद चंद्रमा की कलाओं पर चर्चा
- सुमद्रा कुमारी चौहान रचित ‘जासी की रानी’ पढ़ाने के बाद भारतीय स्वतंत्रता संग्राम, इतिहास की वीरगंगनाओं तथा स्वतंत्रता संग्राम की प्रमुख घटनाओं पर चर्चा
- ‘जासी की रानी कविता’ पढ़ाने के बाद स्वतंत्रता आंदोलन में भाग लेने वाले विभिन्न सामाजिक समूहों के संघर्ष पर चर्चा।
- आंदोलन में महिलाओं की मूर्तिका ओर योगदान पर चर्चा
- ‘जासी की रानी’ कविता पढ़ाने के बाद भारत का नेशनल बनवाकर भारतीय स्वतंत्रता संग्राम के केंद्रों को दर्शाने के लिए कहना
- ‘मत बांटो इंसान को’ रचनाओं को पढ़ाने के दौरान, सुसंगठित समाज में, सांप्रदायिक सदभाव के महत्व पर चर्चा
- किसी ऐसे पाठ पर चर्चा जिसमें ऐसे तथ्य हों जिन्हें गणित से जोड़ा जा सके या जिनके आधार पर गणित से संबंधित कार्य किया जा सके, ऐसी सांस – सांस में बांस पाठ पढ़ाने के बाद (इस पाठ में श्रंखु का जिक्र है) विभिन्न ज्यामितीय आकृतियों पर चर्चा की जा सकती है

- बांस से शोधी सी गप्पें कविता पढ़ने के बाद चंद्रमा की कलाओं आदि पर बातचीत करने के बाद भारतीय पंचांग और ग्रंथों में कृष्ण पक्ष और शुक्ल पक्ष में तिथियों के बीच के दिनों के अंतर पर चर्चा आदि।

इकाई- 2
पाठ्य पुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं
पाठ्यचर्या और पाठ्यक्रम एक पाठ्यपुस्तक को अनेक
- शिक्षा और पाठ्यचर्या में भाषा (भाषा सीखना और भाषा से सीखना)
- पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध
- कक्षा में शिक्षक की भूमिका
- शिक्षक द्वारा विद्यार्थियों की सहभागिता
- राष्ट्रीय पाठ्यचर्या 2005 की भाषा शिक्षण संबंध अवधारणा
- हिन्दी भाषा पाठ्यपुस्तक का विश्लेषण
गतिविधियाँ
- राष्ट्रीय पाठ्यचर्या, 2005 में भाषा शिक्षण से संबंधित अध्याय पर चर्चा व प्रस्तुति करण (समूह कार्य)
- विभिन्न राज्यों के हिन्दी के पाठ्यक्रम का विश्लेषण और प्रस्तुति करण (समूह कार्य)

इकाई- 3
पाठ्यक्रम तक पहुंचने के संसाधन अनेक
- मौखिक एवं लिखित अभिव्यक्ति अंतर्गत भाषा विकास में व्यक्ति की भूमिका
- अक्षर एवं शब्द शिक्षण
- व्याकरण शिक्षण
- कक्षा में विभिन्न अधिगम परिस्थितियों का प्रत्यक्षीकरण (विजुलाईजेशन)
- गद्य एवं पद्ध अधिगम परिस्थितियों (कविता, कहानी, संस्मरण, एकांकी, निबंध आदि)
गतिविधियाँ
क्षेत्रीय लोककथा, लोकगीतों का समूह में बंटकर संकलन तैयार करना कक्षा 6 और 12 तक की हिन्दी की पाठ्यपुस्तकों में किसी एक कविता चुनकर परिवेश से जोड़ते हुए उसके शिक्षण बिन्दु तैयार करना।

संस्थान में आयोजित सांस्कृतिक गतिविधियों को हिन्दी की कक्षा से जोड़ना एवं अपने आसपास के क्षेत्रों में होने वाली गतिविधियों को हिन्दी की कक्षा से जोड़ना।

इकाई— 4

भाषा की कक्षा और गूल्खांकन

- कक्षा में और कक्षा से बाहर सतत गूल्खांकन
- भाषा की कक्षा में सतत एवं व्यापक गूल्खांकन
- गूल्खांकन में शुरुआती रूपांतरण
- कठिनाइयों की पहचान एवं विशेष शिक्षा
- आकलन संबंधी सूचनाओं का इस्तेमाल
- विद्यार्थी की प्रगति में माता-पिता का सहभागिता
- विद्यार्थियों द्वारा परस्पर गूल्खांकन
- पोर्टफोलियों एवं रुझीक द्वारा गूल्खांकन

गतिविधियाँ

- एन.सी.ई.आर.टी. द्वारा विकसित आकलन (पोजीशन पेपर) में भाषा संबंधी अध्याय पर बातचीत।
- पोर्टफोलियों तैयार करवाना
- विद्यार्थियों से नाटक-करवाना और अभिनय के दौरान संबंध अदायगी के समय अध्यापकों द्वारा उनकी भाषा का आकलन

इकाई— 5

भाषा और समाज का परस्पर संबंध है।

भाषा और समाज का संबंध

- भाषा और समाज
- भाषा साहित्य और सोन्दर्यशास्त्र
- भाषा और अर्थशास्त्र
- शिक्षक द्वारा बहुभाषिकता को सम्मान
- शिक्षा, भाषा और जिम्मेदार नागरिक

गतिविधियाँ

- साहित्यिक रचनाओं पर आधारित फिल्मों की समीक्षा (रजनीगंधा, तीसरी कसम, पिंजर आदि)
परियोजना कार्य— (शिक्षण के दौरान किसी दो पर रिपोर्ट तैयार करें)

- विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाइयों पर क्रियात्मक शोध
- टेलीविजन पर प्रसारित होने वाले विज्ञापनों का विश्लेषण (भाषा, जेंडर आदि पहलुओं को ध्यान में रखते हुए)
- अपनी मनपसंद की तीन कहानियों की समीक्षा
- आस-पास के खेत-खिलाने, ऐतिहासिक स्थल को भ्रमण कर किसी एक पर अपना अनुभव लिखना
- एन.सी.ई.आर.टी. द्वारा प्रकाशित आकलन स्त्रोत पुस्तिका भाषा हिंदी पढ़ने तथा इसमें आए आकलन हेतु भाषा संबंधी क्रियाकलापों को कक्षा 6 से 12 तक अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें
- हिंदी शिक्षण का दृष्टि व श्रेय सामान्य द्वारा कैसे प्रभावी बनाया जा सकता है
- हिंदी के सार्थक ज्ञान में निखार हेतु मुहावरे व लोकोक्तियों का महत्त्व

शिक्षण के तरीके

- चर्चा-परिचय
- ऑडियो-वीडियो माध्यम
- परिवेश के संसाधनों का प्रयोग
- कक्षा में संवाद का महाँत
- कार्यशाळा, कार्यगोष्टी तथा विषय-विशेषज्ञों के साथ बातचीत
- पत्र-पत्रिकाओं पर चर्चा और उनकी समीक्षा

सत्रीय कार्य (कोई दो)

- टेलीविजन पर प्रसारित होने वाले विज्ञापनों का विश्लेषण कर (भाषा, जेंडर आदि पहलुओं को ध्यान में रखते हुए) रिपोर्ट तैयार करें ।
- अपनी मनपसंद की किसी तीन कहानियों / कविताओं का संकलन कर उन पर विश्लेषित लेख तैयार करें ।
- आस-पास के खेत-खिलाने, ऐतिहासिक स्थल का भ्रमण कर किसी एक पर अपना अनुभव लेख तैयार करें ।
- बालश्रमिक, अनाथ व संसार व्यवस्था के भाषात्मक विकास में अंतर पर लेख तैयार करें ।
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- आधुनिक भारत में सामाजिक परिवर्तन, एम.एन. श्रीनिवास, राजकमल प्रकाशन, दिल्ली, 1995
- एन.सी.ई.आर.टी. जनरल्स
v. जनरल ऑफ इंडियन एजुकेशन
vi. दी प्राइमरी टीचर्स
vii. एजुकेशनल एब्स्ट्रैक्ट
viii. इंडियन एजुकेशन रिपोर्ट

महत्वपूर्ण वेबसाइट्स
- www.ncert.nic.in
- www.languageinindia.com (Full text downloadable)
- http://www.britishcouncil.org/india (British council website)
- http://www.asian-efl-journal.com (Full text downloadable)
- http://www.eric.ed.gov (Education Resources Information Center (ERIC))
घटक-1  अध्यापनाचे नियोजन

अध्यापनाचे यश मिळवण्यासाठी नियोजन ही अभियांत्रिक बाबा आहे. यासाठी विषयावर वार्षिक घटक, व पाठ नियोजन यांच्यासाठी या घटकात पाठ टाकणे, गध पद्धत, व्याकरण, पाठचे प्रकार याद्वारे अध्यापन पद्धती, स्वयं अध्यापन पद्धती याद्वारे अभ्यासपूर्वक, अभ्यासातुवंती कार्यक्रमांचे नियोजन अध्यापनात दुर्भ्रमण साधनांचा व प्रसार साधनांचा वापर व नियोजन

घटक-2  मूल्यमापन

मूल्यमापन प्रक्रिया हा अध्यापन-अध्यापनाचा अभिमान भाग आहे. यासाठी भाषेचे मूल्यमापन करताना विविध मूल्यमापन पद्धतीचा अवलंब यासाठी परीक्षा पद्धती, क्षमताप्रमाणे मूल्यमापन, नियमावलीचा चाचणी, त्यातील गुण-दोष, आदर्श प्रश्नपत्रिका तयार करणे,साजरी प्रश्नांचे विविध प्रकार, समुदाय, व्याख्या, भाषिक स्तरांवर नियोजन ह्या क्षेत्रातून नैतिक क्रमसूची शुद्ध लेखन व्याकरण शुद्ध रचना, लेखन क्षमता, शब्दसंपदा, वाक्यरचना व श्रवणकल्पन इत्यादी

घटक-3  जोडणी, बिनविनो हांगी पाठविष्याची साधने (ICT)

Information Comunication Tecnology
इंटरनेट अभ्यास पुरस्कर्तक्या स्मृती
इंटरनेट द्वारे संपर्क
इंटरनेट द्वारे प्रत्रियासाठी

घटक-4  आशय, आविष्कारानुसार अध्यापन पद्धतीची व तंत्रज्ञान निवड

व्याख्यान पद्धती उद्देशीण पद्धती अवगणी पद्धती प्रकाल पद्धती
ग्रंथावली पद्धती नाट्यकृत्री सेमिनार परिसंवाद
कार्यशाळा क्रीडा पद्धती साधक अध्यापन गट अध्यापन
UNIT I: Curriculum for teaching and learning Urdu:
Introduction of Curriculum, Curriculum Development and its importance.
Language Curriculum perspectives, Guiding principles of curriculum:
- Connecting knowledge to life outside the school.
- Ensuring that learning is shifted away from rote methods.
- Knowledge beyond the text books.
- Examination reforms.
- Nurturing Democratic values among learners.
Curriculum areas with reference to Urdu Language.
Constructivist Approach to language teaching: The learner as active constructor of knowledge -Piagetian and Vygotskian perspective on social construction of knowledge – language as central to learning - attention to social processes in the classroom-developing meta-cognitive competence -Enabling inductive learning -recent language learning researches – peer interactions – communicative language teaching and context approach – process syllabus - contextualised Assessment -Designing-Learning experiences; Social context of learners; Aims of Education.

UNIT II: Syllabus and Text books:
What is a syllabus? – four key elements: aims, content, methodology and evaluation – it identifies what will be worked upon by the teacher and students in terms of content selected to be appropriate to overall aims– (Michael P. Breen 2001) - four types of syllabus currently used in language teaching: Communicative language teaching (CLT); functional syllabus; task-based syllabus and the process based syllabuses – Lexical syllabi - the key characteristics of the four main syllabus types.
Development of Syllabus, Main aspects of Urdu syllabus at different stages; Process of development of Urdu text books(Selection of material, organization of material, exercise of practices), Characteristics and utility of Urdu textbooks, Qualities of text books. (text, use of paper, printing, illustration etc.),content analysis of textbooks. Resource material apart from text books.

UNIT III: Analysis of Urdu text books:
An Appraisal and Analysis of Syllabus and Teaching - Learning Materials
Teacher learners will analyse the curricular statements, syllabi and teaching learning materials (textbooks / course books) of at least three or four agencies (NCERT/SCERT’s of different states/ NGOs’/ CBSE/State Boards/ NIOS, IGNOU, MANUU etc). - A broader criteria for analysis of syllabi and textbooks may be evolved based on the existing researches and knowledge available – Focusing on materials as pedagogic device the following framework by Tomlinson (1998) and Andrew Littlejohn (1998) may be adopted for evaluation of textbooks

UNIT IV: The Language Teacher and Resources for the Teacher:
Changing Roles, teacher as a professional and professional development; teacher as a researcher – Teacher learning and Resources; Resources for teachers - Journals for practising teachers.

UNIT V: Project Work:
Identification of common errors in pronunciation and remedial teaching. Identify impacts of Indian languages and dialects on Urdu.
Preparation of teaching aids. Analysis of textbooks and other materials used in different subjects from the point of view of registers and styles used in them.
Study of a primary/secondary school in:
• Studying a curriculum in action
• Evaluating a course
• Classroom observation.
• Control of curriculum.

Modes of Learning Engagement:
The course is visualised as a combination of guided self-study, a few overarching lectures, reading, consultations with important web-sites, and group discussion.
 Overarching lecture-cum-discussions.
 Pair work, small group discussion, debates on themes / ideas of relevance.
 Reading, presentation and discussion on contemporary issues.
 Writing essays on themes of current interest in language education (e.g. Multilingual classroom: Challenges and merits, Addressing the needs of low proficient language learners)
 Pedagogical aspects of Urdu language such as listening, Speaking, Reading, Writing, Grammar, vocabulary, TBL, Story telling, etc. can be engaged very well as suggested below:
  • Teacher learner understand the ideas and the processes through lectures-cum-discussions, reading, or any way adopted by the teacher educator.
  • Develop an activity on each aspect for a real classroom based on their learning and reflection – (for example, Teacher learner develop a listening activity giving rationale, giving the content and trialling it in a class).
  • Write a essays critically examining the existing processes and practices.
  • Discuss in the class with peers and the developed activities may be developed into a book or manual for further use.
 Developing materials (texts and activities) for learners as a particular stage or class.
 Workshop as a device for engagement for developing and designing materials and activities in each aspect of language learning-teaching.
 Comparative study of curriculum, syllabi and textbooks of Indian states or Asian countries.
 Study and analyse the aims and objectives of syllabi and textbooks.
 Writing book reviews (each teacher learner may do at least four books in a year)
Suggested modes of assessment would include:

- Teacher learner’s interest in reading and self-study
- Initiative and participation in the discussion, group worked.
- Quality and ideas of Essay writing by teacher learners
- Quality of materials (texts) and activities developed by teacher learners

Suggested Reading Materials:

- Urdu Adab ki Tareekh NCERT, New Delhi
- Urdu Qawaid
- Apni Zaban NCERT’s Urdu text books for class VI to VIII
- Urdu Guldasta " " " Supplementary Reader " " "
- Nawa-e-Urdu " " " text books for class IX & X
- Gulzar-e- Urdu " " " Suppli. Readers for class IX & X
- Gulistan-e-Adab " " " text books for class X & XI
- Khayaban-e-Urdu " " " suppli. Readers for class " " "
- NCERT’s Urdu Teachers Manual for primary, upper primary, secondary and Sr. secondary stages.
- NCERT’s Urdu version text books for classes I to XII.
- Urdu Tadrees by Moinuddin.
- Ghazal Aur Darse Ghazal by Akhtar Ansari.
- Urdu Asnaf ki Tadrees by O. N. Kaul & Masood Siraj.
- Position Paper of National Focus Group on Teaching of Indian Languages.
CPS 2 (A): Pedagogy of Gujrati Language - Part 2

Contact hours: 4 hrs per week
Max. Marks: 100
Internal: 30
External: 70
અભિષેક: ૩ પાનીખાદી અને રેલ્વે નવીનતાઓ \( \text{સોનાની} : \text{(NCE) 2005} \)

- પાનીખાદી વિભાગી માટે પ્રગતિ
- આધુનિક તરીકે ગુજરાતી અલ્બુબસ
- પાનીખાદી અલ્બુબસ લંબું ની રાજ્ય
- અભિષેક રેલવે એન્જિનીરી
- રેલ્વે નવીનતાઓ \( \text{અભિષેક} \)

અભિષેક: ૪ ICT એને ગુજરાતી તાળુકા પાસે.
- સોનારોના અલ્બુબસની ભલી પ્રકૃતિ
- સોનારો: એક ઉપરી તરીકે.

શ્રેણી: ગુજરાતી શાળા પ્રવૃત્તિ

(૧) How to use the Internet - Tedde, Dale.
(૨) Writing for the Internet - Donner.
(૩) આલુકાદું યૌચિક - આર. મહ. ખલીફી
(૪) આલુકાદું યૌચિક - વિદ્યાભરણ
(૫) આલુકાદું યૌચિક - એલ.રે. અંગાહા
(૬) ગુજરાતી કાળજાનક: - શ.સ. માહી
(૭) Teaching of Reading :- P. B. Ballad
(૮) ગુજરાતી અલ્બુબસની પ્રકૃતિ: - સીદા પ્રકૃતિ
UNIT-I: Assessment

UNIT- II: Pedagogy of English as a second language - II
2.1. Whole Language Approach: Language is learnt as a whole- not in parts – integration of skills (LSRW) – learning is meaning making - learning to use the language - interaction and usage- contextual learning – grammar in contexts -

2.2. Task Based Language Learning (TBL): TBL, a contrast to form based approaches, focuses on communicate tasks in target language as exchange of meanings – communicative tasks - (Nunan 1993) –Procedural syllabus, the Madras-Bangalore project (Prabhu 1987) –three broad task types: information gap, reasoning gap and problem solving while Ster’s (1992) typology of tasks. (Student teachers should be familiarised with and asked to set tasks and analyse them with their peers.)

2.3. Language Learning Strategies (LLS): What are learning strategies (LS) ?- LLS related to the features of control, goal-directedness, autonomy and self-efficacy.- Types of LLS: cognitive strategies; mnemonic strategies; meta-cognitive strategies – compensatory strategies for speaking and writing; affective strategies and social strategies – Assessing strategy use - observable and non-observable strategies– Good language learner: characteristics of good language learner (Rubin 1975)

2.3. Syllabus design: What is a syllabus? – four key elements: aims, content, methodology and evaluation – it identifies what will be worked upon by the teacher and students in terms of content selected to be appropriate to overall aims– (Michael P. Breen 2001) - four types of syllabus currently used in language teaching: Communicative language teaching (CLT); functional syllabus; task-based syllabus and the process based syllabuses – Lexical syllabi - the key characteristics of the four main syllabus types.

UNIT- III: An Appraisal and Analysis of Syllabus and Teaching Learning Materials

Student teachers will analyse the curricular statements, syllabi and teaching learning materials (textbooks / course books) of at least three or four agencies (Two states, one by NGOs and one by NCERT). A broader criteria for analysis of syllabi and textbooks may be evolved based on the existing researches and knowledge available – Focusing on materials as pedagogic device the following framework by Tomlinson (1998) and Andrew Littlejohn (1998) may be adopted for evaluation of textbooks.

UNIT -IV: The Language Teacher and Resources for the Teacher: Changing Roles, teacher as a professional and continuous professional development; teacher as researcher – action research - Teacher learning and Resources; Resources for teachers: Journals for practising teachers – online resources – teacher groups online - agencies on English language teacher education.

Modes of Learning Engagement

The course is visualised as a combination of guided self-study, a few overarching lectures, reading, consultations with important web-sites, and group discussion.

- Overarching lectures-cum-discussions
- Pair work, small group discussion, debates on themes / ideas of relevance (e.g. Do we need a national language? / Is English a killer language?)
- Reading, presentation and discussion on contemporary issues
- Writing essays on themes of current interest in language education (e.g. Multilingual classroom: Challenges and merits, Addressing the needs of low proficient language learners) One essay for a fortnight or one in a month would benefit the student teachers.
- Pedagogical aspects of English language such as Listening, Speaking, Reading Writing, grammar, vocabulary, TBL, Story telling, etc. could be engaged very well as suggested below:
  - Student teachers understand the ideas and the processes through lectures-cum-discussions, reading, or any way adopted by the teacher educator
  - Develop an activity on each aspects for a real classroom based on their learning and reflections – (for example, Student teachers develop a listening activity giving rationale, giving the content and trialling it in a class)
  - Write essays critically examining the existing processes and practices
  - Discuss in the class with peers and the developed activities may be developed in to a book or manual for further use.
- Developing materials (selection of texts and designing activities) for learners as a particular stage or class.
- Workshops as a device for engagement for developing and designing materials and activities in each aspect of language learning-teaching.
- Comparative study of curriculum, syllabi and textbooks of Indian states or Asian countries.
- Study and analyse the aims and objectives of syllabi and textbooks.
- Writing book reviews (each student teacher may do at least four books in a year)
Modes of Assessment
Suggested modes of assessment would include:

- Student teacher’s interest in reading and self-study
- Initiative and participation in the discussion, group worked.
- Quality and ideas of Essay writing by student teachers
- Quality of materials (texts) and activities developed by student teachers.
- Self appraisal by teachers themselves about their learning performance.

Suggested readings:

- Cathy Spagnoli (Year not mentioned) Telling Tales from Asia: a resource book for all who love telling stories. Tulika. Chennai
- Mohanty, Bilingualism in a Multilingual Society: Psycho-social and Pedagogical Implication. Mysore: CIIL
• NCERT 2008. Reading for Meaning. New Delhi: NCERT.
• NCERT 2008 Source Book on Assessment for Classes I – V. NCERT: New Delhi
• (This covers most of the aspects of English (as a second) language pedagogy and is very useful to develop a perspective among student teachers)
• UNESCO. 2007 Advocacy Kit for Promoting Multilingual Education: Including the Excluded. UNESCO Asia and Pacific Regional Bureau for Education, 920 Sukhumvit Road, Prakanong, Bangkok 10110. Thailand

Journals
• Journal of English Language Teaching, Journal of English Language Teachers’ Association of India (ELTAI), Chennai.
• English Teaching Professional, British Council, New Delhi, India (www.etprofessional.com)
• Forum, Journal of Regional English Language Office (RELO) U.S. Embassy
• South Asian Language Review, New Delhi, India

• ELT Journal, Oxford University Press
• folio, Journal of the Materials Development Association (MATSDA)
• Language Learning, Oxford UK
• Journal of Reading, New York, USA
• Second Language Acquisition Research, Bedfordshire, UK
• Language Problems & Language Planning, www.benjamins.com/jbp
• TESOL Quarterly, USA
• Language & Ecology (On line Journal at http://www.ecoling.net/journal.html )

• Journal of Indian Education
• The Primary Teachers
• Educational Abstract
• Indian Educational Review

Useful Websites
  o www.languageinIndia.com (Full text downloadable)
  o www.ncert.nic.in (Full text downloadable)
  o http://www.britishcouncil.org/India (British Council website)
- http://newdelhi.usembassy.gov/reloels (Regional English Language Office (RELO) U.S. Embassy)
- http://www.ncte.org (National Council of Teachers of English, USA)
- http://www.eric.ed.gov. (Education Resources Information Center (ERIC))
- www.breakingnewesEnglish.com
- www.elllo.org/english/home.htm (very useful for listening activity, games,
  - training videos)
- www.listen-and-write.com
- www.myETP.com
- http://www.britishcouncil.org/eltecs/ (weekly e-mail service for English language teaching professionals)
- http://www.iatefl.org (International Association of Teachers of English as a Foreign Language –IATEFL)
- www.cal.org (Center for Applied Linguistics -CAL)
- www.nunan.info (David Nunan’s website)
- http://www.unesdoc.unesco.org
CPS 3 (A): Pedagogy of Physical Science-Part 2

Contact Hours: 4 hrs per week
Max. Marks: 100
Internal Marks: 30
External Marks: 70

Objectives
After completion of the course, the students will be able to:

- Gain insight into the meaning, nature, scope and objectives of Physical-science education.
- Practice various approaches of teaching learning of Physical - science.
- Employ various techniques of transaction of Physical - science.
- Use effectively different activities/demonstrations/laboratory experiences for teaching learning of Physical -science.
- Facilitate development of scientific attitudes in learners.
- Construct appropriate assessment tools for evaluating Physical -science learning.

UNIT- I: Learning Experience and Scope of Physical Sciences

- Aims of Learning Physical Science; Knowledge and Understanding through Science, Nurturing Process skills; Development of Scientific Attitude and Scientific Temper, Nurturing the Curiosity, Creativity and Aesthetic Sense; Imbibing the values, Development of Problem Solving Skill
- Exploring learner’s ability and skills through the habit of listening, learner motivation, encouraging learners to raise questions, appreciating dialogue among peer group
- Physical science as a domain of enquiry
- Physical Science and Society
- Role of a Science teacher

UNIT–II: Trends in Education and Evolving Learning Situation

- Trends of NCERT syllabi in Physical sciences, teacher as curriculum developer.
- Pedagogical Shift in Physical Science; Pedagogical shift from Science as fixed body of knowledge to the process of constructing knowledge;
- Democratizing science learning: Critical pedagogy; Pedagogical shift: Planning teaching learning experiences; Pedagogical Shift: Inclusion.
- Learning Objectives of Physical Science; Meaning of learning objectives, Bloom, Anderson and Krathwohl’s Taxonomy, Writing Learning Objectives, Learning Objectives in the Constructivist Perspective
- Analysis of textual and supplementary print material and suitable planning for connecting lab/field materials in classroom interaction, identifying desired experience and determining acceptable evidences that students understand.
- Integrating learning, experiences and instructions.

UNIT – III Assessment for learning Physical Science

- Concept of test, Examination, Measurement, Assessment and Evaluation
- Continuous and Comprehensive Evaluation (CCE)
- Performance Based Assessment
- Learning Indicators (LI): Concept, types and Uses
• Tools and Techniques of Assessment; Written Test (Construction of Blue Print, Writing questions), Project work, Field trips and Field diary, Laboratory work, Journal writing, Concept mapping, Rubrics and Portfolios
• Peer assessment and self assessment
• Recording and reporting of Assessment; Marking and Grading;
• Assessment of Learning of students with special needs

UNIT IV: Formal Blue Print and Framing questions
Identifying and organizing components for developing framework of question paper of physical science at different stages of learning, percentile ranking, reporting performance of learners, framing questions based on theory, experiment/activities of physical sciences to discourage rote learning and promoting analysis, critical thinking and reasoning, open-ended questions to evaluate creativity and expression of the learner.

Sessional Work
(i) Activity/Laboratory experiences in learning Physics/ Chemistry
Organizing activity based class room, use of instructional material (learner participation in developing them), use of laboratories, field experiences, ICT application.
(ii) Curricular Components
Encouraging learner to non formal channels such as debates/discussion project, exhibition, science and technology fair, children science congress, state and national level science exhibition, community participation.

Modes of Transaction
Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress, State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district/ state central agencies; community participation.

Suggested readings:
• NCERT, Position Paper of NFG on Teaching of Science -2005.
• NCERT, Position Paper of NFG on Habitat and Learning – 2005
• NCERT Position Paper of NFG on Examination Reforms – 2005
• NCERT, Pedagogy of Science, Textbook for B.Ed. Part I & II (2013)
• Their, DH, Teaching Elementary School Science : A Laboratory Approach, Sterling Publication Pvt. Ltd (1973)
• Misconceptions in chemistry, addressing perceptions in Chemical Education, Bake, Hans Dieter, A1 Yitbarek, Sileshi, Publication of Springer.
CPS 3 (B) Pedagogy of Biological Sciences - Part 2

Contact hours: 4 hrs per week

Max. Marks-100
Internal Marks-30
External Marks-70

Objectives
After completion of the course, the students will be able to:

- 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 senior 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.
- Develop competencies for teaching, learning of biological science through different measures.
- To introduce with Professional development programmes of teachers.
- To plan organization and report on various programmes of Professional development of teachers.

UNIT – I Learning in Biological Process
Exploring Learner’s abilities, skills and attitude

- Cultivating in student teacher the habit of listening, motivating learner to bring her previous knowledge gained through classroom / environment / parents and peer group, generating discussion involving learner in teaching learning process, encouraging learner to raise questions, appreciating dialogue amongst peer group.
- Determining acceptable evidences that show students understand integrating learning experiences and instructions.
- Designing innovative learning situations
- Presentation and Communication Skills of Biological Science
- Competencies vs skills and its evaluation

UNIT – II Organization of Transactory Tools and leading

- Concept of a plan, strategies and techniques; Training, Instruction, Tutor,
- Professional vs traditional
- Annual Plan
- Annual unit plan and Single Unit Plan
- Adopting and constructing Lesson Plan based on different approaches
- Criticism of Plans and feed back; Flender’s Interaction Analysis
- Historical and developmental perspective of Biological science; and futuristic views
- Evaluation of realizing the achievement of the objectives of plans
- Biological- Science teacher as reflective practitioner
UNIT – III: Evolving Learning Situation and Resources

- Analysis of textual and supplementary print material and suitable planning for connecting lab/field experiences in classroom interaction
- Development of analytical ability of the organization of relationship between concepts, laws, theories and practices in biological science
- Identification of desired experiences (i.e. what level of understanding is desired, what essential questions in biological sciences will guide teaching learning
- Use of ICT experiences in classroom to enable learner to adopt new techniques in teaching and learning
- System analysis and approaches for ICT enabled programmes for integrating school, students and parents

UNIT – IV Assessment for learning Biological Science

- Concept of test, Examination, Measurement, Assessment and Evaluation
- Continuous and Comprehensive Evaluation (CCE)
- Performance Based Assessment
- Learning Indicators (LI): Concept, types and Uses
- Tools and Techniques of Assessment; Written Test (Construction of Blue Print, Writing questions), Project work, Field trips and Field diary, Laboratory work, Journal writing, Concept mapping, Rubrics and Portfolios

UNIT – V Assessment for learning Biological Science

- Open ended questions to evaluate creativity and expression of learner
- Recording and Post - Critical constructive report writing of Assessment; Marking and Grading; Evaluation
- Assessment of Learning of students with special needs
- Developing performance parameter and concept of qualitative and quantitative aspects of assessment and evaluation
- Assessment of appropriate use of ICT while learning biological science

Topics for Internal assessment

(i) Activity/Laboratory experiences in learning Physics/ Chemistry

Organizing activity based class room, use of instructional material (learner participation in developing them), use of laboratories, field experiences, ICT application.

(ii) Curricular components

Encouraging learner to non-formal channels such as debate/discussion project, exhibition, science and technology fair, children science congress, State and National Level Science Exhibition, nurturing creative talent at local level and exploring linkage with district/ state central agencies; community participation.

Suggested readings

- NCERT Position Paper of NFG on Examination Reforms – 2005
- NCERT, Position Paper of NFG on Habitat and Learning – 2005
• Bhar, suraj prakash (2006) teacher training lotus press, new delhi
• Journal of Research in Science Teaching (Wiley-Blackwell)
• Misconceptions in chemistry, addressing perceptions in Chemical Education, Bake, Hans Dieter, Al Yitbarek, Silesi, Publication of Springer.
• Science Teach (NSTA’s peer reviewed journal for secondary science teachers)
• Sood, J.K. (1987): teaching of life science, kohli publishers Chandigarh
• Taber K.S.: Chemical Misconceptions – Prevention, Diagnosis and cure volume 1 and 2, London 2002 (Royal Society of Chemistry)
• Thurber & Colletta (1964) Teaching of Science in Today’s Secondary School, Prentice Hall Pvt. Ltd, New Delhi
• Turner Tony and Wendey Di Macro, Learning to Teach School Experience in secondary school teaching, Routledge, London and New York.


Kulshrestha, E.S. (2005) Jeev Vigyan Tukan Layaal Buch Dicho Merat

Mangal, E.S. (2010): Jeevik Vigyan Tukan Layaal Buch Dicho Merat


Shrimati, Bhushan and Rishabhi (2013) Vigyan Tukan Rajasthan Hindi Akademi, Jodhpur

Ravat Evn Agrawal (2014) Nitiin Vigyan Tukan Shri Vinod Pustak Mandir, Agra

http://www.edu.uwo.ca

CPS 3 (B): Pedagogy of Social Science - Part 2

Contact hours: 4 hrs per week
Max. Marks: 100
External: 70
Internal: 30

Objectives

Introduction

The pedagogy course in social science is necessary to familiarize students and teachers with the content and methodology of teaching the subject at secondary and senior secondary level of school education. Syllabus helps to relate students with changing nature of knowledge in social science discipline. This syllabus makes a radical break with the past practices of teaching social sciences with introduction of constructivist and experimental pedagogy to cope with real life situation.

Main aims of the course are:

- To help student-teachers revisit the key concepts of social science.
- To encourage to grasp the key concepts and categories though constructivist and experimental pedagogy.
- To develop related skills for using these in the classrooms at secondary and senior secondary level.

UNIT – I: Reflections on classroom experiences

- Teacher content preparation
- Effectiveness of lesson plan (Visualized learning situation)
- Preparation and use of learning aid/resources
- Effectiveness of assessment procedure used in teaching

Learning Activities

- Discussion on the reflections from classroom teaching on each subject of social science
- Re-analysis of the lesson plan
- Re-design learning aid/resources
- Recheck strength and limitations in teaching skills

UNIT – II Development of Skills

- Observation skills in the area of Social Science of Primary/Secondary Data
- Map reading and analysis-distances, directions, scales on different types of maps
- Mathematical Skills used in Economics up to the level of Class X

Learning Activities

- Map reading and map construction practice with some maps from social science textbook
- Manual and computer based practice of graphical and mathematical skills used in Economics textbook

UNIT – III: Human Relationships, identities and interaction in India

- Culture, Social Stratification and social change
- Caste and class in Indian society
- Shared religious cultures and conflicts between religious committees
- Gender differentials across caste, class and religious structure in India
Learning Activities

- Reading of books on culture
- Sharing of self-experiences on cultural issues
- Reading news, literature on caste, religious cultures and gender issues. Case studies can be done on these issues

UNIT – IV: Human Life, space and resources:

- Demography and distribution of wealth in society
- Key issues in Economics and Geography- poverty, food security, globalization and environmental imbalances with ref. to India
- Environment human interaction, Resources and their distribution in India and world
- Social Interaction
- Change in the Indian Social System

Learning Activities

- Discussion on international/national/state meeting/forum/seminar organized on environmental issues
- Discussion on environmental issues given in social science textbook
- Discussion on different international, national and local agencies responsible for economic and political decisions

UNIT – V: Content of Social Science and Pedagogical Analysis

- Gupta Period and ancient Indian History
- Mughal Dynasty and its impact on Indian Culture
- The influence of Islam on the Hindu Society
- History of Freedom Movement
- Concepts of Democracy, Secularism and Socialism

Transactional Strategies:

- Creating interest in the learners for specific social themes and issues under discussion
- Creating thinking of the social problems for analysis
- Lectures, group discussions, guided self-study and reflection
- Observing things, human relationships and working of social institutions
- Presentations on frontier areas and contemporary issues in Social Sciences

Modes of Assessment

Suggested modes of Assessment are:

- Quality of participation in discussions
- Quality of seminar presentations in class. These presentations may be on topics of various kinds: general, overarching issues in Social Science, curricular concerns, the significance of activities in Social Science learning, study of a given historical or contemporary issues
- Open book written test i.e. test in which candidates can use printed materials
- Closed book tests
- Year-end Summative assessment by the Institute/University
- Appropriate criteria for all internal assessment modes need to be worked out

Suggested readings:

• George, Alex M, and Amman Madan (2009), Teaching Social Science in Schools: NCERT’s New Textbook Initiative, Sage, New Delhi.
• Kumar, Krishna (2002), Prejudice and Pride : School Histories of the Freedom Struggle in India and Pakistan, Penguin India, New Delhi.
• NCERT (2006), National Focus Group Position Paper on Teaching of Social Science.
• Teaching of Social Science, Series in Education Pearson Publication
• Uma Mangal, Teaching of Social Studies, Arya Book Publication New Delhi
CPS-3 (B): Pedagogy of Mathematics- Part II

Contact hours- 4 hrs per week
Max. Marks: 100
External: 70

Internal: 30

Objectives
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;
- channelize, 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;
- construct appropriate assessment tools for evaluating mathematics learning;
- 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.

UNIT I
Exploring Learners
- Cultivating learner's sensitivity like listening, encouraging learner for probing
- Raising queries
- Appreciating among peer groups
- Promoting self learning
- Taking up challenges like solving puzzles, riddles etc there by promoting student's confidence

UNIT II
Planning Classroom Strategies
- Analysis of Textual and supplementary print materials connecting lab/field experiences and suitable planning for classroom interaction
- Identifying desired outcome i.e, What level of understanding is desired, What essential questions will guide teaching/learning
- Determining acceptable evidences that show student's understanding
- Integrating learning experiences and instruction - sequence of teaching/learning experiences that enable students to develop/demonstrate desired understanding
- Developing skills and knowledge required to make appropriate use of technology, learner teachers will be required to make pedagogical choices critically about when and where technology should be used.
- The role of Cooperative learning in Mathematics
UNIT III
Assessment and Evaluation
- Informal creative Evaluation
- Encouraging learner to examine a variety of assessments in mathematics so as to assess creativity, problem solving and practical performance.
- Appreciating evaluation through overall performance of child.
- Self and Peer evaluation
- Assessment of learning of differently able children
- Variety of assessment techniques and practices
- In practice Formative and Summative Assessments
- Practicing continuous and comprehensive evaluation to test regular programs/achievement of learner

UNIT IV
Developing Blueprint for designing question paper
- Identifying and organizing 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 V
Mathematics for All and Professional Development of Mathematics Teachers
- 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,
- 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.

Modes of Transaction
- Providing opportunities for group activities
- Group/Individual presentation
- Providing opportunities for sharing ideas
- Exposing to exemplar constructivist learning situations in mathematics
- Designing and setting up models and teaching aids and activities/laboratory work
- Visit to district , state and National level exhibitions
- Audio visual presentation followed by its analysis and discussion
- Reflective written assignments
- Case studies
Modes of Assessment

- Presentation and communication skills in Mathematics
- Posing conceptual questions from simple situations. Interpretation and analysis
- Designing innovative learning situations
- Performance in group activity
- Laboratory experiences
- Reflective written assignments
- Written test on conceptual understanding of specific topics and its pedagogy
- A year and summative assessment by the University

Suggested readings:

- Activity for Junior High School and Middle School Mathematics, Volume II, NCTM, USA, 1999
- Geometry-History, Culture and Techniques, J.L.Heilborn, Oxford University Press 2000
- Mathematics, Part I and II Textbook For Class XII, 2007, NCERT, New Delhi
- Mathematics, Part I and II Textbook For Class XI, 2006, NCERT, New Delhi
- Mathematics, Textbook For Class X, 2007, NCERT, New Delhi
- Mathematics, For Class VIII, 2008, NCERT, New Delhi
- Mathematics, For Class VII, 2007, NCERT, New Delhi
- National Curriculum Frame work-2005, NCERT
- Position Paper of NFG on teaching of Mathematics-2005, NCERT

Journals:

- Teaching Children Mathematics (TCM), NCTM, USA,
- 17.Mathematics Teaching in Middle Schools (MTMS), NCTM ,USA
- 18. Journal of Teacher Education , Springer Verlog Netherlands
- 19.Mathematical Thinking and Learning ,Philadelphia, USA

Web-Sites

- WWW.Mathforum.org/dr.math
- WWW.sakshat.ac.in
- WWW.web.utk.edu
- WWW. confuence.org
- WWW. nationalmathtrail.org
- WWW.gsh.org/lists/hilites.html
- WWW.kn.pacbell.com/wired/bluewebn
- WWW.gsn.org/pr
- WWW.education-world.com
- WWW.nctm.org
- WWW.kn.pacbell.com/wired/bluewebn
- WWW.ncert.nic.in
- WWW.nroer.gov.in/
- http://www.geogebra.org/
EPC 3: Understanding ICT and its Application - II

Contact hours- 4 hrs per week
Max. Marks: 100
External: 70
Internal: 30

Objectives
On completion of this course the student teachers will be able to:
- Use various web 2.0 technologies for educational purpose
- Create collaborative learning situation using various web 2.0 tools and technologies
- Develop skills in using various e-learning tools and technologies
- Explain the role of ICT in authentic and alternative assessment
- Develop e-portfolio and assessment e-rubrics
- Understand the social, economic, security and ethical issues associated with the use of ICT
- Appreciate the scope of ICT for improving the personal productivity and professional competencies
- Demonstrate the use of web conferencing/teleconferencing tools and technologies
- Appreciate the use ICT in improving educational administration
- Explain the emerging trends in information and communication technology
- Use ICT for self-directed professional development

UNIT I – Web 2.0 Technologies and E-learning
- Web 2.0 Technologies
  - Web 2.0 technology and tools: Meaning characteristics and types
  - Social networking and social book marking – Educational applications
  - Blog and micro blog – Reflective journaling and other educational applications
  - Wiki – Collaborative authoring and projects
  - Instant messaging and its educational applications
  - Educational applications of online forums/discussion groups and chats
  - Social media sharing – Video, presentations, audio (podcasts), graphics, and text
  - Web 2.0 tools for creating, sharing, collaborating, and networking
- E-learning
  - E-learning: Concept, types, characteristics, advantages and limitations.
  - E-learning tools and technologies-Learning Management Systems (LMS)
  - E-content authoring tools- Open source and proprietary alternatives
  - Reusable learning objects (RLO)– Meaning, types and characteristics, RLO repositories

Unit II: ICT for Assessment and Management
- ICT and Assessment
  - Electronic assessment portfolio – Concept and types; e-portfolio tools
  - Creating and use of electronic rubrics for assessment
  - Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  - ICT applications for CCE
Learning analytics and feedback

- ICT and Management
  - National ICT policies, curriculum and schemes, ICT@Schools, NME-ICT
  - Educational technology standards – UNESCO, ISTE, CEMCA and AECT
  - ICT for personal management: e-mail, task, events, diary, networking
  - ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community
  - Managing the ICT infrastructure: Software installation, troubleshooting of hardware, seeking and providing help, storage and backup, updating and upgrading software
  - Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

Unit III: ICT for Professional Development and Emerging Trends

- ICT for professional development
  - Electronic teaching portfolio- Concept, types, tools; portfolio as a reflective tool for professional development
  - Self-directed professional development: Role of ICT
  - Professional development: Role of teleconferencing, EDUSAT: the Indian experiment; web conferencing tools and techniques
  - Technology and design based research: Pedagogical implications for professional development
- Emerging Trends in ICT Applications
  - Pedagogy for e-books and rhizomatic learning
  - Innovative pedagogy: Learning design informed by analytics
  - Seamless learning – Role of mobile technology
  - Ubiquitous computing and its educational promises
  - Game based learning and one-to-one computing
  - 3-D printing and its educational promises
  - Social media for pedagogical innovations
  - Threshold concepts and pedagogical applications
  - Dynamic Assessment based Pedagogical Practices

Sessional Work

- Creating account in wikispace/wiki/pedia/mediawiki and adding/editing content
- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS
- Evaluation of RLO repositories and creating RLO and uploading to repositories
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses
- Developing a multimedia e-content for a topic using eXe Learning
- Field visit to the EDUSAT center and take part in teleconferencing
- Planning and creating digital rubrics for any topic
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and upgradation
Developing an electronic assessment portfolio
Developing an electronic teaching portfolio
Readings on emerging ICT trends in education
Review of national ICT policy and curriculum
Using FOSS tools for timetabling, grade sheet
Creating social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (diigo,delicious,stumbleupon, Shelfari)

Suggested readings:
Athanassios Jimoiyiannis (Editor) (2011). Research on e-Learning and ICT in Education. Springer: USA
MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
MHRD-GOI (2012) National Mission on Education through ICTs NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi
MHRD-GOI (2012) National ICT Policy for School Education, Department of School Education and literacy, MHRD, Govt. of India, New Delhi
Mary Webb and Margaret Cox (2014). Information and Communication Technology- Assessment for Learning in the ICT Classroom (Inside the Black Box). Learning Sciences: US.


Rena M. Palloff, Keith Pratt (2011).The Excellent Online Instructor: Strategies for Professional Development. Wiley: San Francisco


Sonny Magana, Robert J. Marzano (2013).Enhancing the Art & Science of Teaching With Technology (Classroom Strategies)

Steven W. Anderson, Deborah Siegel. (2014).The Tech-Savvy Administrator: How do I use technology to be a better school leader? ASCD


EPC-5: Health, Physical Education and Yoga - 2

Contact hours: 2 hrs per week
Max. Marks: 50
External: 35

Internal: 15

Objectives:
- To promote amongst the teacher trainees healthy practices and competency, physical education, sports and yoga through participation.
- To enable the trainees to organize selected health, physical education and yoga activities in schools.
- To develop specific skills related to major games and yoga.
- To develop the correct skills in practicing yoga.

UNIT I:
- Concepts of Health, Yoga and Physical Education and the Inter-relationship between three.
- Physical fitness and its components (Strength, Speed, Endurance, Flexibility, Agility, Co-ordination).

UNIT II:
- Development of fundamental skills (Running, Jumping, and Throwing).
- Effects of exercise on various body systems (cardio-vascular, system, respiratory system).

UNIT III:
- Concept and practices of Yoga: Salient features of Yoga (universal; practical; discipline; an evolutionary process; positive approach to health; as self therapy; a way of life.).
- General principles of Yogic practices.

UNIT IV:
- Food and nutrition: Constituents of food, Balanced Diet and Consumer Education.
- Diet, chart, ideal body weight.

UNIT V:
- Organisation and conduct of major games (Athletics, Badminton, Basketball, Cricket, Football, Kho-Kho and Volleyball) dealt under the following heads:
  - Instructions & demonstrations of basic skills.
  - Equipments and ground dimensions.
  - Common rules with interpretations

Sessional Work
The internal evaluation will be made through by assessing the performance in various activities at the end of semester.
Mode of Transaction
The curriculum will be transacted both in the classroom and on the field with a focus on prescribed aspects.

Suggested readings:

- David A. Armbruster and Leslie W. Irwin, Basic skills in sports for men and women, St. Louis- The C.V. Mosby Company, 1958.
- L. Walling, Sanfernando, Gene A. Logan, Figure improvement and body conditioning through exercise, U.S.A: Ronald Press Company, 1964.
III SEMESTER

Note: 18 Weeks= 2 Weeks Pre Internship+ 16 Weeks for Internship in teaching

<table>
<thead>
<tr>
<th>Course /paper</th>
<th>Duration</th>
<th>Total Marks</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
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<td>Pre-Internship in teaching</td>
<td>2 Weeks</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Internship in teaching</td>
<td>16 Weeks</td>
<td>200</td>
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<tr>
<td>Total</td>
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<td>250</td>
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SEMESTER IV

Note: 18 Weeks = 2 weeks of post internship +16 Weeks Teaching

PE 4: Gender, School and Society

Contact hours- 4 hrs per week
Max. Marks: 50
External: 35
Internal: 15

Introduction
Schools, apart from transmitting curricular knowledge and skills, serve as crucial sites for processes of socialization and transmission of value frameworks that are more often than not, unexamined. Schooling, in a sociological context, may thus be seen as a key ingredient in the socialization of the young. This socialization ultimately contributes to and results in the formation of identity. However, children who attend school have, already, been socialized into certain value frame by the time they enter school. The value-frame, sense of self, and identity imbibed by the child at home and in the wider society, interacts in complex ways with school and its socialization processes, more often than not being in conflict. This is furthermore also true of adult learners who join teacher education. Further, the course intends to provide opportunities to contest the value frame emanating from these processes of socialization. The course aims to help learners to understand the role of education in social change, social mobility, social control and maintaining social order. It also revolves around explicating the social categories such as caste, class, gender and religion and their bearing on education in India.

An understanding of the multiple processes that form the self and identity ought to result in a capacity to reflect on one’s own self and identity, putting this under critical scrutiny. In becoming conscious of the many factors that influence identity and self, the student-teachers should become more sensitively aware of these and begin to ‘free’ themselves from limiting conceptions of self and identity, thus becoming proactive in shaping their own identities as ‘teachers’ and ‘professionals’. Therefore, teacher educators facilitating this course are asked to adopt transactional modes that result in critical awareness of ‘self’ and ‘identity’ leading to the emergence of humanistic values, rather than simply in transmitting theories of ‘socialization’, ‘self’ and ‘identity’.

Objectives:
Through this Course the student teachers will then be able to

- Familiarize with the socio- political economic dimensions of Indian Society and appreciating its diversity
- Develop an understanding of the trends, issues, and challenges facing contemporary Indian Society
- Become aware of the processes of socialization 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
• Debate the role of education in social processes such as social change, social mobility and social control
• Critically analyze the bearing of social categories on education
• 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 crystallizing and limiting of one’s identity as a teacher and a human being.
• 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’.

UNIT I: Society and Education – Structure and Process
• Understanding the concept of Society- what does it entail? Structures and Processes in society
• School as a social System; characteristics of a social system, and characteristics of school as a social system, relationship between school and society
• Sociological Functions of Education- critical reflections
  o Education and Social stratification
  o Education and Social Change
  o Education and Social Mobility
  o Education and Social Control

UNIT II: Socialization and Development of Self
• Understanding the nature and processes of socialization –
  o At home: family as a social institution; impact of parenting style/child rearing practices; transmission of parental expectations and values;
  o In the community: neighbourhood, extended family, religious group and their socialization functions
  o At school: impact of entry to school; school as a social institution; value formation in the context of schooling;
• The socialization influence of peer group, media messages, technology, and globalization on identity formation in contemporary society
• Various dimensions of self and the impact of socialization on development of self

UNIT III: Cultural Determinants of Education
• Understanding Indian culture- Unity in Diversity and Diversity in Unity; Composite Culture of India, Multicultural Nature of Indian Society-
• Socio-cultural categories as identities- Class, Gender, Language and Religion.
  o Socio-cultural categories and Inequality in India- A sociological Understanding
  o Do socio-cultural categories act as determinants of Education? Critiquing the role of social categories in the education: Issues in schooling-enrolment, retention, stagnation, underachievement, achievement and dropout.
• School Culture- teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and ‘hidden curriculum’ in schools
Unit IV: Coping with Social Complexities- Role of Education

- Expanding human activities and relations; increasing complexity, homogenization of culture vs preservation of distinctive identities
- Social categories and
  - Competition between identities such as caste, class, gender, religion, language, region
  - Uncertainty and Insecurities among Social Categories
  - the resultant Identity Conflict
- Assertion of identities, oppression, conflict and violence – relevance of education for peace
- 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'
- Constructive role of education and ‘critical pedagogy’ in moving towards peaceful living

Unit V: Becoming a Teacher in Modern India

- The impact of one’s own socialization 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’; Teacher’s ‘professional identity’
- Cultural Diversity in India- Teacher and Multicultural Pedagogy
- Teacher and Gender sensitive pedagogies
- Democracy and Education - Role of Teacher and classroom practices
- Potential role of teacher in developing national, secular and humanistic identities among learners- Classroom discourses

Modes of Transaction

Compilation of a few selected readings should make up course material given to student teachers. There may not be readily available texts on all themes, and faculty would need to seek out additional reference material from literature (fiction), sociological works, writings of alternative educators, articles and such like. Relevant documentary films and film clips should also be used to bring out course themes more vividly.

- Introductory lectures-cum-discussion, to introduce key themes of the course – socialization, identity formation, sociological notions and experiential sense of 'self' etc
- Observations of schools and classrooms through the lens of course themes; interviews with teachers; making field notes • Group discussion and exploration, around selected readings and key questions
- Viewing selected documentaries and film clippings
- Writing critical reviews of readings and films viewed
- Presentations of reviews
- Reflective, autobiographical writing, towards self-understanding, on given topics
- Journal writing, on course experiences (to be initiated with this course; to be continued through the year, with occasional sharing with a 'mentor')
- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
In a group, student-teacher should conduct field based projects, and be able to analytically document their findings.

Dialogue and discussions has to be the key for the transaction of this course.

Modes of Assessment

- Internal Assessment: 25 Marks
- External Assessment: 75 Marks

- Level of initiative and participation in discussions
- Presentations based on readings and film reviews
- Reflective written assignments (towards critical awareness of issues, for self-understanding and formulating aspirations as a teacher)
- Quality of Journal writing
- Notes from field observations/interviews and linking these with course themes
- Written test on grasp and application of key ideas
- Year-end summative assessment by University

Suggested readings:

- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar Krishna (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Krishnamurti, J., Education and the Significance of Life, KFI Publications, Chap. 6: Parents and Teachers
- Dewey, J. (1916). Democracy and Education. Chapters 1 and 7
Objectives
On completion of this course the students will be able to:
- develop sensitivity towards Inclusive Education,
- understand the concept, need, and scope of Inclusive Education,
- understand the philosophical and historical perspectives of Inclusive Education,
- understand the implication of inclusive education on Education for All movement,
- understand the global and national commitments towards Inclusive Education,
- develop a critical understanding of the recommendations of the various committees/commissions/policies/schemes towards teacher preparation for inclusive school,
- identify, analyze and utilize various instructional strategies for Inclusive Schools,
- identify and utilize existing resources for promoting inclusive practices,
- to develop positive attitude and sense of commitment towards actualizing the Right to Education of all learners,
- examine the issues of identity and diversity in society in general and education in particular,
- understand as how to seek parental commitment and NGOs support for utilizing available resources for education in Inclusive Schools, and
- understand the nature, needs and functional assessment of learners with reference to diverse needs and how to create conducive teaching-learning environment in Inclusive Schools.

UNIT I: Introduction to Inclusive Education
- Concept, need and scope of Inclusive Education.
- Philosophy of Inclusive Education.
- Education of All Movement and Inclusive Education (A journey from segregation to inclusion)

UNIT II: Initiatives Taken for Inclusive Education
- The Universal Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (CRC),
- Salamanca Statement and Framework for action on Special Needs Education (UNESCO, 1994)
- The National Policy of Education (1986),
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, and RCI Act,
- Sarva Shiksha Abhiyan, RMSA and Inclusive Education.
UNIT III: Creating an Inclusive School
- Index of Inclusion - culture, policy and practice
- Removal of Barriers for effective learning in inclusive school
- Factors for successful inclusion, features of an inclusive school, role and functions of regular class teachers and resource teachers in an inclusive school.
- How an inclusive environment is created by the teachers in school? Support services required in an inclusive school.
- Role of parents, community, school functionaries and NGOs in Inclusive Education.

UNIT IV: Diversity in the Classroom
- Diversity and inclusion, whole school scenario with reference to diversity, diversity in the classroom.
- Nature and needs of learners with diverse needs in inclusive setting with reference to learners with
  - visual, hearing locomotors and neuromuscular impairments,
  - cerebral palsy, intellectual impairment and learning disabilities,
  - Multiple and other disabilities (Autism spectrums disorder, behavioral, emotional and speech disorder, ADD and ADHD, Learners with special health problems.
- Environmental/ ecological difficulties and learners belonging to other marginalized groups.

UNIT V: Teaching in Inclusive School
- Adaptation in instructional objectives, and curricular activities for meeting diverse needs of learners in inclusive school
- Need for flexible evaluation system and alternate assessment. Instructional strategies (challenges in teaching all children, assessing instructional needs)
- Multi- methodology, multicultural approaches, differential instruction, collaborative learning, and system approach, competencies required for the teachers in inclusive schools.
- Assistive Devices, and Strategies for meeting learning needs of diverse learners

Modes of Transaction:
Lecture cum discussion, group work, field visits of schools/NGOs and the Institutions working in the education of learners with diverse needs to get first hand exercise on Inclusive practices, library studies and project works.

Sessional Work
The students may take any two of the following activities
- Field visits to schools/ Institutions/ NGO promoting education of learners with diverse needs in inclusive settings and have discussions with the teachers/ functionaries, and make observation and analysis of teaching learning practices there.
- Analysis of policy documents related to inclusive education
- Make a list of existing resources in the local area and discuss the use and limitations based on survey of schools with reference to Inclusive practices.
- Study of TLM and equipments used in the education of learners with diverse needs
• Conduct suitable action research in an inclusive setting
• Conduct a survey on the type of supportive services needed for inclusion of learners with special needs
• Preparation and implementation of IEP or case studies.

Suggested readings:
• Deiner, L. Penny, (2010), Inclusive Early Childhood Education 5th Ed. Wadsworth Cengage learningBelmont, CA USA
• Index of Inclusion (2014) NCERT, New Delhi.
• Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: John Day
• National Policy of Education 1986 (revised 1992)
• Rao, Indumati et al (2011) Moving away from Label, Bangalore CBR NETWORK (south asia)
• Rehabilitation Council of India Act 1992
• Rehabilitation Council of India Act 2005 Annual Report
• Right to Education Act 2009
- RMSA (2009) for detail www.rmsa.nic.in
- SSA (2002) for detail www.ssa.nic.in
CPS 1: Language across the Curriculum

Contact hours: 2 hrs per week
Total Marks: 50
External - 35
Internal - 15

Objectives
- To familiarize learners with NCF2005
- To enable learners to understand the concept of language Across the curriculum
- To develop an understanding about language and literacy amongst learners
- To make understand learners the importance of language and learning in different subjects
- To develop critical reflection amongst learners in the context of classroom discourse
- To engage learners with subject specific expository texts

UNIT –I
NCF 2005 and Language Across the Curriculum
- Concept of Language Across the Curriculum in NCF2005
- Centrality of language
- Pedagogic Concerns
- Developing Textbooks
- Collaborative efforts in preparing textbooks and teaching

UNIT –II
Language and Literacy
- Understanding the language background of learners
- Multilingualism
- The power of language and power dynamics of the ‘standard language’ versus ‘dialects’- deficit theory, discontinuity theory
- Improving literacy
- Difficulties with literacy and learning

UNIT –III
Language and Learning
- Language of interaction in mathematics
- Use of language in Science
- Drama and historical writing
- Reading maps

UNIT –IV
Nature of Classroom Discourse
- Developing a critical eye through reflection and discussion
- Oral language in the classroom
- Nature of questioning in the classroom- types of questions

UNIT –V
Engaging with subject specific expository texts
- Nature of Reading Comprehension in the content areas
- Reading in the content areas-Social Science, Science and mathematics
• Nature of expository vs. narrative texts
• Transactional vs. reflexive texts
• Schema theory. Text structures
• Examining content area textbooks
• Making reading-writing connections
• Writing in specific content areas with familiarity of different registers

**Transaction mode-Lecture- cum –discussion, Activities**

**Essential Readings:**
- NCF 2005, NCERT publications, New Delhi, 2005

**Suggested Readings:**
EPC 1: Reading and Reflection on Text

Contact Hours: 2 hrs per week
Total marks: 50
External : 35
Internal : 15

Objectives
- To develop a taste for reading amongst learners.
- To enable learners to read for comprehending ideas, reflect and think on different types of texts.
- To make learners appreciate different kinds of writing in different contexts.
- To facilitate self-learning, reflection and ability to express amongst learners.

UNIT-I
Knowing the Textbooks
- Surveying a textbook
- Using an index
- Dealing with word problems

Transaction mode – Tasks
- Using the SQR3 System (Survey, Question, Read and Recite, Review)
- Parts of a textbook-cover page, title, preface, acknowledgements, contents, chapters, references, glossary, index and back cover page.
- Text exploration-discourse study-textbook structure (layout, topics) units.
- Surveying a text and understanding how facts and ideas are connected. Identifying important points
- Word study-understanding new words, collocations, grouping words in Semantic Sets.
- Signpost expressing for text organization to identify the important parts of a text.
- Making inferences
- Taking notes

UNIT-II
Engaging with narrative and descriptive accounts
The selected texts could include stories or chapters from fiction, vivid descriptive accounts, autobiographical narratives, historical narratives, etc.

Transaction mode: Activities
- Reading for comprehending and visualizing the accounts (individual and group reading)
- Retelling the account- in one’s own words/ from different points of view (taking turns in a smaller group)
- Discussion of characters and situations- sharing interpretations and points of view
- Writing based on the text- e.g. Summary of a scene, extrapolation of a story, converting a situation into a dialogue

UNIT-III
Engaging with subject related reference books
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.

Transaction Mode- 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 organizing information under various subheadings
- Planning a presentation- with display and oral components
- Making presentations to whole subject group, fielding questions

UNIT-IV
Handling Educational writing
Selected texts here 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 aspect of the above themes. Student teachers can be grouped randomly for this unit.

Transaction Mode- Activities:
- Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)
- Analyzing 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 points of view (small group discussion)
- Writing a response paper ( individually or in pairs)
- Presentations of selected papers, questions and answers (large group)

Suggested Readings:
**EPC 2: Arts in Education**

Contact Hours: 2 hrs per week  
Total marks: 50

External -35  
Internal- 15

**Introduction:** The need of 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 little children and creative minds to do the arts. An understanding of the arts and aesthetics will give our children to give ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinker and after all a good citizen of the nation.

In National Curriculum frame work (2000, 2005) and National Education Policy introduced arts education as a mainstream curricular area, which must be taught in every elementary and primary schools as a compulsory subject up to secondary level, keeping this in view, its all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in elementary levels encouraging creativity. For this, not only the art teachers but every teacher should be sensitive to appreciate this.

**Aim:** Teaching Arts education in elementary and school may be perceived as a tool for development of aesthetics sensitivity among learners to enable them to respond to the beauty in different form of arts. For effectiveness and interest of teaching, curricular area of arts education are required. Some broader objectives are follow-

**Objectives:**

- अध्ययन-अध्ययन प्रक्रिया को कला के माध्यम से रोचक बनाना।
- विश्लेषण-अध्ययन के दौरान आसानी से माहोल, विध्यालय, घर-समुदाय को स्वच्छ एवं सुन्दर रखने हेतू कलास्त्र कार्य की प्रेरणा देना।
- सीखने-सीखने हेतू सीमदार, संबंध एवं कल्पनाशीलता की सीख बढ़ाना।
- कलात्मक इंटरक्षन एवं संस्कृति वस्तुएँ सयसय सय सय हेतू अवसर उपलब्ध करवाना।
- अध्ययन-अध्ययन के माध्यम से कलाएं तथा प्रृथ्वित वस्तुएँ वातावरण के निर्माण से विश्वस्वयं ग्राह्य करना।
- प्रृथ्वि-परिवेश, पर्यावरण और गणित जैसे विषयों को विभिन्न कलाओं के माध्यम से सीखने के अवसर देना।
- अध्ययन प्रक्रियाएँ कलाओं को जोड़कर कार्यनुभव ग्राह्य करना।
- सुन्दरता एवं सीमदार व संबंध एवं नवाचार भावनाओं का विकास करना।
- विचार, गान, यथ-स्थापत्य एवं अन्य दृष्टि-शाला कलाओं को तेक्नोलॉजी के माध्यम से समझना एवं नवाचार सीखना।
- कलाओं के साथ अन्य विषय के समन्वय से राष्ट्रीय धरोहर एवं संस्कृति के प्रति लगाव पैदा करना।
- विभिन्न कलाकारों और उनके जीवन को जानना।
Unit-1: Art क्या है, कलाओं के प्रकार, (Concept of Art Education)-

- कलाओं का महत्व क्यों समझा जाता है। कलाओं का जीवन में स्थान। कलाओं से जीवनचापन आदि।
- कला और शिक्षा -
  - कला शिक्षण और कलाओं के साथ समन्वित शिक्षण।
  - कला के क्षेत्र (work), विस्तार।

Unit-2: Visual Art: दृश्य कलाएँ(Visual)

- रेखाचित्र, रंगकार, स्कूटिंग, छाप कार्य, भीति चित्र, आदि कला विचारएं और उनके प्रकार। चित्रकार्य हेतु उनकी गतिविधियाँ।
  - चित्रकारी एवं कार्टून जैसी कलाये विषयों को सीखने में कैसे सहायक होती है?
  - पर्यावरण, भाषा, विज्ञान, गणित जैसे विषयों के साथ जोड़ना।
  - अनेक गतिविधियाँ से कला एवं सीधे लम्बी आवश्यकता करना।

Unit-3: कार्टोन - शिल्प स्थापत्य की समग्र:

- कार्टोन के भिन्न भिन्न प्रकारों के बारे में जानना। समझना(सजावट, बर्तन बनाना, मूर्तिकला, शिल्प, मीठोटला, कार्टून आदि।)
- Historical perspectives/importance/ integration of life, culture of India.
- सीखने में Art & craft की skills, observation, analysis, synthesis, problem solving and evaluation का उपयोग करना।
- गतिविधियाँ, कार्ययोजना/पेपर प्रस्तुत करना।

Unit-4: नृत्य एवं संगीत कलाएँ तथा नाटक, नृत्य विषयः:

- स्थानीय नृत्य, विभिन्न राज्य नृत्य।
- नृत्यों का अभ्यास, प्रकार, सामाजिक विकास की धरोहर, सांस्कृतिक विरासत। (लावणी, गरबा, गौड़ी, छत्तीसगढ़ी आदि)
- अभिनय, रंगमंच, साज सज्जा, नाटक के संवाद, अभिनयक, संगीत, लोक नाटक आदि को समझना व प्रयुक्त करना।
- नाटक की ऐतिहासिक पृष्ठभूमि, भारतीय व पालकवाद अवधारणा (संक्षिप्त में)
- नाटक, अभिनय गीत, नृत्य गीत, खेल, व्यायाम, योग, व्यक्तित्व विकास एवं कलास्रूप शिक्षा को आसान में जोड़ना।

Unit-5: कलाएँ एवं टेक्नोलोजी का समाचार:-

- विविध कलाओं के websites पर अपलोड/डाउनलोड करना,
- Digitization of Arts, Arts forms.
- कलाओं से जुड़ी प्रूफिलियाँ,(Activity) को ICT से जोड़ना।
- कलाओं का व्यवसायीकरण(ICT के माध्यम से) करना।

❖ Activities & Assignments- (Groups में)
1. विविध कलाओं के बारे में जानना तथा उसके नियमों का समझ करना।
2. प्राथमिक,उच्चप्राथमिक, माध्यमिक कक्षाओं के पाठ्यपुस्तकों में जहां नसीरी, कलाएँ उसकीlistकरने। साथ ही उनके चित्र, मूर्तियाँ आदि के picture प्रस्तुत करें (कोलाज)
3. अपने क्षेत्र में प्रचलित लोककलाएं जैसे मांडना,भोजिचना, गोंडना, मेहवी, महावर, मूर्ति, वालाय, रंगोली, आदि के विषय इकट्ठा करके छाया तंत्री से प्रवृत्ति करायें।
4. अपने क्षेत्र में पाई जाने वाली सांस्कृतिक परंपराओं (मूर्तिकला, कान्तकला, छायकला स्टोन-Art, Glass Art, आदि) शामिल हो जाएं।
5. अपने क्षेत्र एवं भारत के प्रचलित लोकलोक की जानकारी लेख लिखें तथा उनके सांस्कृतिक कलाकारों के बारे में जानकारी लेकर सूचि बनाएं तथा उनके सांस्कृतिक कलाकारों से भेंट करायें। (Experience list)
6. नाटक, रोललेज, एकांकी, एक पारंपरिक अभिनय, नोटेंकी, भवाई, नव अभिनय गीत, आदि के विषय प्रयोग के जोखिम से साहित्यिक कलाकार के मंचन करें।
7. सामूहिक अभिनय, अभिनय गान, सामूहिक गान, सामूहिक नृत्य आदि(practically) करारे नाटक हेतु व्याख्या, योग, मैथिक अभिव्यक्ति, संगीत पतन्त्र करें।
8. राज्यों का परिचय एवं प्रायोगिक कार्य करने सकते हैं (Society में)
9. अर्थों को ICT से साथ Integrate करके Practical work कर सकते हैं (Basic)

Projects:

i. विश्व कलाओं के बारे में सूचि बनाएं तथा कलाकारों से वातांत्रिक करें। (Interviews, Case study)
ii. परिसंपादन, चर्चा, इन्टरव्यू का आयोजन करें जिसमें क्षेत्रीय कलाकारों से मुलाकात हो सके।
iii. नाटकों का सांच, संचन करायें (Reading and Acting)
iv. सांस्कृतिक संग्रहालय, क्षेत्रों की लिपि मुलाकात का आयोजन करें एवं एसाइनमेंट तथा प्रोजेक्ट कार्य करें। (Field visit/Report)
v. जनजातीय, लोककलाएं, भोजिचना, छायकलाएं, मूर्तिकला, बुद्धआर्ट, ग्लास(Glass Painting)डीजिटल आर्ट्स, प्राचीन एवं मोडern आर्ट्स, कलाकारण, आदि के बारे में गुप मेंProject दे सकते हैं। (Research based Projects)

Suggested readings:-

- Position papers of Arts and Craft and Drama, Music, NCERT, New Delhi.
- Basic Education, Beri Prasad, Lakhnow.
- iv. f'k[kk dk ogu&dyk& noshiblkn
- ‘dyk dlhjxjh dh f'k[kk&Hkkx-I/II`fxtwHkkbZ c/ksdk] bankSjA
- Wikipedia- Art Education/Music/Folkart/Craft/Paper Art.
- Learning Cerve, Art Education volume.
- Pkded if=dk] dyk le;] paid]NCERTdhif=dk,a vkfn A
- Drama and Theatre in Education, Dodd, Nigel and Winifred Hickson (1980).
- Learning through Art, Sahi, Jain & Sahi, Eklavya, 2009, Bhopal
- ‘Deevaswapna’, Gujabhai Badheka, Indore/M.P.
EPC 4: Understanding the Self

Contact: 2 hours per week
Maximum Marks: 50
Internal: 15
External: 35

Objectives

The students will be able to

- Appreciate the meaning of ‘Self’ and its different aspects
- Enlist the factors influencing “development of self”
- Appreciate the importance of understanding the self to exercise their professionalism
- Describe the role of motivation and emotional maturity in developing self
- Use the strategies for improving the self

UNIT I: Understanding the Self

- The concept of self: meaning, and related terms: self concept, self esteem, self efficacy and self actualization
• Aspects of self: physical self, social self, competent self, inner self
• Factors influencing self development

UNIT II: Knowing the Self
• Components of self: abilities (strengths), limitations, interests, values, habits, personality, beliefs, and assumptions
• Importance of understanding the self: Self-Actualization; role of motivation and achievement motivation
• Emotions and Feelings; emotional maturity, emotional intelligence

UNIT III- Self-Awareness and Self-improvement
• Types of Self-Awareness: private self-awareness and public self-awareness
• Role of different agencies in self awareness: Home, neighbourhood, school, and larger society including media
• Self-improvement through awareness about self and others
• Self-improvement through Professional Ethics
• Self-improvement through developing life skills

Transaction Mode
• Lecture cum discussion
• Individual and group assignment/ Project work
• Interpretation, analysis and reflection on observation in a group
• Interaction and discussion with classroom teachers and peer group
• Observation followed by reflective discussion in a group
• Self-study in the library and presentation in a seminar
• Role play
• Discussion on Biographies/Autobiographies

Sessional work
1. Preparing reflective diaries / journal
2. Reading books and articles on self awareness and development
3. Preparation of Portfolio containing the following:
   • Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.
   • Identification and documentation of one’s assets and limitations as well as one’s opportunities and difficulties in the participated context.
   • Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
   • Documentation of the effective communication skills with enriched understanding in relation to peers, their parents, colleagues, authorities and outsiders.
   • Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.
   • Documentation of critical understanding of the biographies of the great thinkers and educationists.
• Documentation of the rich contributions of the great people.

**Suggested Readings:**

• Masochism, and Other Flights from the Burden of Selfhood. New York City: Basic.
PE-7: Environmental Education

Contact hours: 3 hrs per week
Max. Marks: 50
External: 35
Internal: 15

Introduction
India is one of the very few countries in the world where a commitment to environmental protection and improvement is enshrined in the constitution. Environmental Education has been a major thrust of both the Ministry of Environment and Forests and the Ministry of Human Resource Development (MHRD) of the Government of India. While the MHRD works towards the environmentalization of the formal curriculum, educational programmes and strategies to reach the larger community that includes children, youth, urban and rural communities, industry, decision makers etc. The National Policy on Education, 1986 states “There is a paramount need to create a consciousness of the Environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should inform teaching in schools and colleges. This aspect will be integrated in the entire educational process”. The National Policy on Education visualizes a national curriculum framework, which contains a common core including several elements having direct bearing on the natural and social environment of the pupils. These core areas are expected to occupy a place of prominence not only in instructional materials but also in classroom and out-of-school activities. Today Environmental Education in the formal educational system in India is handled at all levels of school. For Environmental Education to be effectively taken up in the curricular, co-curricular and extra-curricular mode, resources and facilities have to be built up and Teacher Education for Environmental Education in India strengthened both within and outside the school and college system. The effectiveness of Environmental Education relies heavily on the knowledge, skills and attitudes of the educator. Environmental Education is not only a change in 'what' is being taught (the
content), but also a new perspective on 'why' (the objectives and goals) and how (the approaches and attitudes). The key to any change in the formal educational system is the teacher, and unless the teacher is convinced about and feels competent to handle this, very little will change. The teacher has to internalize a change in his/her role from one of 'giver of knowledge' to one of 'facilitator in the learning process'. If teachers are to be effective facilitators in bringing Environmental Education into teaching and learning their capacities in understanding and internalizing the characteristics of Environmental Education and skills in transacting these need to be built and strengthened.

**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-1986). 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.

**Objectives:**

At the end of the course, the student-teachers will be able to

- understand the concept of environment and ecology
- To understand environmental education and its importance
- To understand the causes for environmental hazards and pollution
- To understand the causes for environmental degradation
- To understand the need for remedial ways to protect the environment in daily life and its application
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for environmental protection
- To understand the status of environmental education in school curriculum
- To understand the curriculum and methods in environmental education
- To acquire knowledge about the different methods of teaching in environmental education
- To acquire knowledge of the tools and techniques for the evaluation of environmental education

**Course Outline:**

**UNIT 1: Concept of Environmental Education**

- Environment; Meaning, Components- Biotic and Abiotic, Types of Eco System, Ecological Pyramids (numbers, mass, Energy), Food Chain and Food Web.
- Environmental Education: Meaning, Objectives, Principles & Need.
- Development of environmental education - Stock Holm conference, Tbilisi conference and Earth Summit

**UNIT 2: Education for Sustainable Development**

- Sustainable Development and Sustainable practices: Meaning, Need and Concept
• Sustainable Environmental Management: land, water, forest resources
• Role of local bodies in environmental management and Community participation in natural resource management – water, forests, etc.
• Water resource management and rain water harvesting
• Consumerism and waste generation and its management
• Disaster Management

UNIT 3: Environmental Movements, Projects and Laws
• Movements: Chipko and Ralegan Siddhi (Anna Hajare), Narmada Bachao
• Projects: Tiger Project and Ganga action plan. Silent Valley Project, Del Lake study

Unit 4: Environmental situation and Issues
• Climate change, Ozone Depletion, Pollution of the Oceans, Loss of Biodiversity and Energy crisis.
• Effects of Urbanization and Industrialization
• Impact of Deforestation
• Pollution: Kinds, Causes and Prevention.

UNIT 5: Curriculum, Methods and Evaluation in Environmental Education
• Curriculum Development: Inter-disciplinary, Multi-disciplinary, Formal and Non-formal approach
• Learner initiated activities: value oriented, problem centered, community oriented activities
• Methods (Traditional, Innovative) for Teaching Environmental Education - Eco clubs, Exhibitions, Field Trips, Projects, Observation/Survey etc.
• Teaching-learning strategies and evaluation techniques in environmental education
• Role of electronic media, mass media and computers in environmental education.
• Environmental awareness – World Environment Day and Water Day

Suggested Practicum
1) From the wide range of topics suggested in Units 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.
2) The students on completion of each Unit 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.

Suggested Activities (Any one activity)
   a) Composting
   b) Greening Institutions
   c) Paper recycling
   d) Conservation of water
   e) Conservation of energy
   f) Market survey

Sessional / Assignments:
• Project work and writing of project report.
• Activities on infusion of appropriate concerns.
• Discussions of activities pertaining to two different classes and subjects.
• Conducting a seminar and developing a seminar document.
• Setting up of environmental club.
• Case stories and success stories.
• Small assignments which may include observation of important relevant days ,preparation of board materials, games,crossword, puzzles, worksheets etc.

**Modes of Assessment:**
- Quality of assignments and projects reports interns of rationale objectives, design presentation, tools, calendar of activities, analysis of data, conclusion, implications etc.
- Level of initiative, and participation in group and project work.
- Extent of innovative ideas and sensitivity in visualizing project on environmental education.
- Project report will be evaluated by the external expert.

**Suggested readings:**

Suggested links-
- www.cee.india.org
- www.science.org.au
- www.greenpeace.org
- www.eoearth.org
- www.cseindia.org
- www.green biz.com
- www.globalissues.org
- www.indp.org
Introduction about the Course

Education is preparation for participation in the democratic processes of society as an ethical and compassionate adult. It should enable students to develop a vision of peace as a dynamic social reality at micro (personal, home and family) and macro levels, (society, national, global) marked by conflicts arising out of the diverse needs and aspirations of the individuals and diverse groups-regional, religious, linguistic, marginalized etc. which need to be maintained by reconciled with dignity and justice for all. Peace education is about developing awareness in the education system particularly teachers, of the issues and challenges to peace which result in direct violence, as well as, indirect forms of violence as neglect, humiliation, denial of freedom and rights to individuals or groups of societies. It aims at building attitudes, values, skills and competencies and, developing commitment for conflict resolution. Foundations of peace in the society lie on respect for values of peace and compassion, caring, and cooperation, which complement Constitutional values of freedom justice, equality, intercultural harmony, secularism, human rights, social responsibilities ecological balance. The starting point for this change are transformed and empowered teachers who having identified challenges to peace in their own conflicts, biases and stereotypes and, the conflicts inherent in the structure and processes of school and society, could work for a change.

This course aims at broadening notions of trainee 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 continues reflection leading to reduction in stereotypes, and transcending barrier of identity and socialization. Thus transformed trainee teachers will be enabled to orient curricular ad educational processes, find creative alternatives which nurture and promote peace building capabilities among students and counter the negative influence of media and the 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 modeled 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 trainee teachers may be discussed.
Objectives
To enable teacher trainees to acquire knowledge, attitudes, values, skills and competencies to:
- Become aware of role of education in building peace as dynamic social reality.
- Understand and resolve conflicts within, and mediate others’.
- Empower themselves and transcend barriers of identity.
- Use pedagogical skills and strategies in and out of classroom for promoting peace at school level.
- Act as agency to promote peace in the local community influencing school.

Course Outline
Unit I: Concepts and concerns, Education for peace
- Foundation of peace and its components
- Peace Education, Education for peace.
- Meaning, Nature and Importance: Education for peace
- Initiative: International, National, and local
- Highlights of various philosophies of Peace: M.K. Gandhi, Krishnamurthy, Arobindo, Gijubhai, Badheka, Dalai Lama
- Challenges to peace

UNIT II: Peace Context
- Approaches to Education for peace
- Pedagogical skills, Strategies
- Personality formation- Knowledge, Values, Skills and Attitude
- Respect for differences: Socio-economic, Gender, Caste, Religion, Culture, Languages and Regions etc.
- Activities for education for peace

UNIT III: Understanding conflicts
- Nature of conflict: causes for conflict
- Need theory- Maslow
- Skills and strategies for conflict resolution
- Developing capabilities for mediation and conflict transformation
- The media and violence, Attitude towards balance media exposure

Unit IV: Empowerment of self
- Positive experiences, nurturing ethical behavior
- Yoga, Meditation, Transcending past negative experiences
- Self-management, Anger, stress management
- Critical self-reflection, discipline
- Effective parenting

Unit V: Orienting education for peace building
- Teacher as peace builder- listening skills, questioning, Providing feedback
- Classroom for promoting peace
- Critical pedagogy of education for peace, promoting dialoguing, decision making
- Integration of peace in different subjects
- Skills of giving emotion support for encouraging appreciation, and co-operation
- Agencies for peace: Home, School, Local Community
Activities to be taken:

- Visits to organizations 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:

  - Conflicts experienced at home/in family/ in society/ in school etc.
  - Experiences of handling conflicts in a creative manner.
  - Exploring possible strategies of resolving commonly experienced conflicts.
  - Healthy discipline among school children.
  - Identifying challenges of peace in school and dealing with one such challenge.
  - 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.

Suggested readings:

- Kumar, K. (2007), Santi Shiksha Aur Gandhi. (in Hindi) Maharishi Valmiki College of Education, Delhi University
- NCERT 2005 position paper on Educational for Peace NCERT, New Delhi
- Prasad, D (2005), Education for living Creatively and Peacefully. Spark India Hyderabad, A.P.
- Well Pierre 2002- The art of living in peace, UNESCO publication, UNIPALK.
CPS – 4: Assessment for Learning-2

Contact hours: 2 hrs per week
Max. Marks: 50
External : 30
Internal : 15

Objectives

- Develop assessment tasks and tools to assess learners’ performance
- Analyse, manage, and interpret assessment data
- Analyse the reporting procedures of learners’ performance in schools
- Develop indicators to assess learners’ performance on different types of tasks
- Examine the issues and concerns of assessment and evaluation practices in schools
- Understand the policy perspectives on examinations and evaluation and their implementation practices
- Traces the technology bases assessment practices and other trends at the international level

UNITI: Planning & Construction of assessment tool

- Consideration of what and why to assess (content and objectives)
- Differentiation between instructional, learning and assessment objectives
- Stating of Assessment Objectives
  - Need for integrated objectives
  - Deciding on the nature and form of assessment - oral tests and written tests; open book examination
- Preparation of a blueprint
  - Weightage to content, objectives, difficulty level, types of questions, allocation of time
  - Assembling the test items
- Guidelines for administration
- Scoring procedure – manual and electronic
- Development of Rubrics

UNITII: Implementation and Reporting of assessment

- Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house
- Analysis and Interpretation of Students’ Performance
  - Processing test performance
  - Calculation of percentages
  - Measures of Central Tendency
  - Graphical representations
  - Interpreting performance
  - Item response analysis
- Feedback
  - Role of Feedback in Improving Learning, and Learners’ Development
  - Ascertaining student needs, identifying student interests and feeding forward for improving learning
  - Using feedback for reporting to different stakeholders – students, parents, and administrators
  - Use of Feedback for teachers’ self-improvement
UNIT III: Issues, Concerns and Trends in Assessment and Evaluation

- **Existing Practices**
  - Unit tests
  - Half-yearly and annual examinations
  - Semester System
  - Board Examinations
  - Entrance tests
  - State and National Achievement Surveys

UNIT IV: Management of assessment and examinations

- **Use of question bank**
- **Issues and Problems**
  - Marking Vs Grading
  - Non-detention policy
  - Objectivity Vs Subjectivity
- **Impact of entrance test and public examination on teaching and learning – the menace of coaching**
- **Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks**
- **Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations, Standards based assessment – international practices**

Sessional Work

- Analyse answers given by the learners for one particular question
- Select any ten questions from the Class VI-XII textbook of the subject of your choice which
- lend scope to the creativity of the learners
- Study the key points of the 1st Term assessment of any student of Class VI-XII
- Devise a strategy to incorporate the suggestions given in the 1st CCE report for the
- Presentation of papers on issues and concerns / trends in assessment and evaluation
- Presentation of papers on examination and evaluation policies
- One sessional test

Suggested readings: