

# दुर्ग विश्वविद्यालय, दुर्ग (छ.ग.)



पाठ्यक्रम

परीक्षा – 2018–19

बी.ए.बी.एड. भाग-4  
**B.A. B.Ed. Part-IV**

**B.A. B.Ed.- IV Year Course  
SCHEME OF EXAMINATION**

Subject	Paper	Total Marks	Min. Marks
<b><u>THEORY</u></b>			
1. Gender, School and Society	I	100	33
2. Sociological Perspectives of Education	II	100	33
3. Art Education	III	100	33
4. Elective II	IV	100	33
(a) Computer Education			
(b) Teaching of Values			
5. Pedagogical Studies (Elective) Part 2	V	100	33
(a) pedagogy of social science			
(b) pedagogy of language (English)			
(c) Pedagogy of language (Hindi)			
<b><u>PRACTICUM</u></b>			
6. Internship (3 Month)		100 (Internal)	40
Reflective Dairy & Supervisor's Assessment			
7. Training in Yoga and Sports & Games		50 (Internal)	20
8. Viva Voce on Teaching Experience		100(External)	40

**PAPER - I**  
**CONTEMPORARY STUDIES**  
**GENDER, SCHOOL AND SOCIETY**

**MARKS: 100**

**COURSE OBJECTIVES:**

- (i) Understanding the role of culture (apart from biology) as determinants of gender distinction in social living;
- (ii) Awareness of factors that shape gendered roles in Indian society;
- (iii) Understand the problems of girl child education in our society;
- (iv) Developing a critical perspective on gender-based discrimination and its effects;
- (v) To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender;
- (vi) To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability; and
- (vii) To equip the teacher with the ability to create more meaningful and gender just experiences for her students.

**Course Outline**

**Unit - I: Gender: Key Concepts- Social Construction of Gender**

- Examining one's own growing up as a boy or a girl.
- Gender, sex, sexuality, patriarchy, masculinity and feminism.
- Gender bias, gender roles and stereotyping, and its consequences.
- Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc).
- Female sex ratio and child sex ratio.

**Unit - II: Gender and Schooling**

- Schooling of girls (literacy rate, dropout rate, completion rate, etc.) and reasons why girls are not able to complete schooling.
  - Why do girls feel uncomfortable in schools?
  - Can schools be different so that more girls can be educated?
  - Gender bias in curriculum, textbooks, analysis of hidden curriculum.
  - Critical examination of school and classroom processes- challenging gender biases and stereotypes.
- S. P. S. S.*

- Understanding relationships within the school- child-child, teacher-child and teacher-peer group relationships from the perspective of gender.

-Feminization of teaching profession.

### **Unit - III: Gender and Sexuality**

- Understanding sexuality (sexual orientation and sexual identity- third gender) and the relationship between power and sexuality.

- Violence against women- empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women.

- Legal (sexual and reproductive) rights of women.

### **Unit - IV: Psychological and Sociological Perspectives**

- Radical Feminist;

- Socialist-Feminist;

- Psychoanalytical and other perspectives;

- Recent debates.

### **Unit - V: Strategies for Change**

- Policy and management.

- In the school.

- Women's action groups.

- Mass media.

### **Suggested themes for transaction of the content (Group discussions and review of case studies etc.)**

(i) Telling our own 'gendered' stories.

(ii) En-culturing 'gendered' roles in upbringing within different kinds of families- case studies.

(iii) Gender issues in school education- case studies.

(iv) Gender issues manifest in contemporary public spaces- case studies.

(v) Responding to various forms of gender discrimination.

### **Suggested Readings:**

1. Gender Analysis of State Policies: A case study of Chhattisgarh- Dr. Sen Ilina.

2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region- R. Govinda, National University of Educational Planning and Administration, New Delhi.

3. Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.

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4. Geetha, V. (2007). *Gender*. Stree: Calcutta.
5. Ghai, Anita (2008). Gender and Inclusive education at all levels. In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi.
6. Jeffery, P. and R. Jefferey (1994). *Killing My Heart's Desire: Education and Female Autonomy in Rural India*. In Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi.
7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India. Peggy Froerer, Brunel University, Anthropology and Education.

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**PAPER - II**  
**CORE STUDY**

**SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**MARKS: 100**

**COURSE OBJECTIVES:**

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

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

**Course Outline**

**Unit - I: Understanding Diversity in Indian Society with Special Reference to Chhattisgarh**

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

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

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## **Unit - II: Sociological Concepts Relating to Social Stratification**

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

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

## **Unit - III: Aims of Education**

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

## **Unit - IV: Democracy and Education**

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

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## **Unit - V: The Current Concerns of Indian Education**

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

- (i) Professional ethics;
- (ii) Impact of privatization and development of Human Resources in the institution.

### **Practicum**

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

### **Suggested Readings:**

1. Position Paper of Focus Group on Education of SCs and STs, NCERT.
2. SC Dubey: Indian Society. (Also available in Hindi) NBT, Delhi.
3. Russel & Hiralal: Tribes and Castes of CP & Berar.
4. S. Thorat: Dalits in India, 2009.
5. R Govinda: Who Goes To School? OUP, New Delhi, 2010.
6. Danda, Ajit Kumar [edited]. Chhattisgarh: An Area Study. Calcutta 1977. Anthropological Survey of India.
7. Tribal Situation in Northeast Surguja. Calcutta 1977. Anthropological Survey of India.
8. F. Haimendorf: Tribes in India. OUP.
9. P. Veerbhadra Naika, Revathi Sampath Kumaran, Shivali Tukdeo A.R. Vasavi: The Education Question from the Perspective of Adivasis: Conditions, Policies and Structures. NIAS, Bangalore 2011.
10. The Social Context of Elementary Education in Rural India, Azim Premji Foundation, Bangalore, 2004.

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11. Praveen Jha & Whitherng: Commitments and Weakening Progress, State and Education in the Era of Neo Liberal Reforms. EPW, Aug 2005.
12. Poverty and Social Exclusion in India. World Bank, 2011.
13. Geetha Nambissan: Exclusion and Discrimination in Schools: Experiences of Dalit Children. UNICEF, 2009.
14. Sociology, NCERT Text books for class XI and XII.
15. J.P. Naik & S. Nurullah: A Students' History of Education in India. Macmillan (available in Hindi).
16. Education policy documents and Commission Reports: Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992.

### **Films & Documentaries**

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

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**PAPER - III**  
**ARTS EDUCATION**

**MARKS: 100**

**COURSE OBJECTIVES:**

- (i) To work together on small and large projects;
- (ii) To encourage students to free expression and creativity;
- (iii) To acquaint students with basic elements of design;
- (iv) To develop an insight towards sensibility and aesthetic appreciation;
- (v) Joyful experience; and
- (vi) To develop a perspective of artistic and creative expression.

**Course Outline**

**Unit - I: Art Appreciation/Brief History of Indian Art**

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

**Unit - II: Visual Arts**

- History of visual arts.
- The concept and meaning of visual arts.
- 2D Art, Methods and Techniques: Drawing, Painting, Still life, Printing, Life Drawing, Composition, Collage, Wall Painting, Posters, Alpana/Rangoli/Mandra/Folk Art Forms etc.
- Tribal Computer Graphics: Animations.
- 3D Art, Methods and Techniques: Relief Work, Clay Modelling, Hand Pottery, Molding, Sculpture, Terracotta construction with mixed materials.
- 3D animation; Folk/Tribal Art.

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### **Unit - III: Theatre**

- Sense of theoretical/dramatic self:
  - Factors of Drama: The plot, structure, characters, available material, performance space, performance etc.
  - Street plays: script writing, song writing, clowning, cartooning.
  - Issues of identity, gender, relationships, social status.
  - The roots of theatre: Ritual, Festival/Celebration, Myth, Primitive Man, Language Development.
  - Modern Indian Drama: Major plays and Playwrights.

### **Unit - IV: Music and Dance**

- Laya and Swara: Basic concepts of rhythm and note.
- Sangeet: Gayan, vadan and nritya in the context of locally known songs and dances commonly performed.
- Musical Instruments: Categorization.
- Music of different geographical areas such as the desert, mountains, jungles and river-belt.
- The term 'Nritya' or 'Naach':
  - Movement of different parts of the body
  - Expression
  - Literature
- Percussion instruments
- Any two regional dances
  - Description of the region
  - Dialect
  - Costumes
  - Music
  - Tal

Discussions on –

- |                                     |                         |
|-------------------------------------|-------------------------|
| (i) Rajasthani Folk Dance           | (ref. Tarang list CIET) |
| (ii) Himachal Pradesh Ke Lok Nritya | (ref. Tarang List CIET) |
| (iii) Hamare Vadya Yantra Series    | (ref. Tarana List CIET) |

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(iv) Community Singing	(ref. Tarang List CIET)
(v) Song of Unity (KSSP)	(ref. Tarang List CIET)
(vi) Rajasthan Folk	Langas and Manganiars
(vii) Best of Carnatic	Various Instrumental
(viii) Classical Dances of India Series	(ref. Tarang List CIET)

### **Unit - V: Heritage Crafts**

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

- Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.

### **Suggested Readings:**

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

### **Books published by NBT**

1. Pran Nath Mago- Contemporary Art in India: A perspective
2. Jasleem Dhamija- Indian folk Arts and Crafts
3. Krishna Deva- Temples of North India
4. K.R. Srinivasan- Temples of South India
5. Alokendranath Tagore- Abhanindranath Tagore
6. Dinkar Kaushik- Nandalal Bose
7. Madhu Powle- Festival of Colours

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8. Badri Narayan- Find the Half Circles
9. Ela Datta- Lines and Colours
10. Upinder Singh- Discovering Indian Art
11. Mysteries of the Past; Archeological Sites in India
12. Nirranjan Ghoshal- Name That Animal
13. Devi Prasad- Art: The Basis of Education

**Publications Division, Government of India**

1. Vidya Daheja- Looking Again at Indian Art
2. Panorama of Indian Painting
3. Buddhist Sculptures and Monuments
4. A. Ghosh- Ajanta Murals
5. Z.A. Desai- Mosques of India
6. NCERT: Raja Ravi Varma (Hindi)
7. Lalit Kala Monographs

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**PAPER - IV**  
**ELECTIVE GROUP - II**

**MARKS: 100**

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

COMPUTER EDUCATION

TEACHING OF VALUES

**PAPER - IV**  
**ELECTIVE GROUP - II**

**(A) COMPUTER EDUCATION**

**MARKS: 100**

**COURSE OBJECTIVES:**

**To enable the teacher-trainees:**

- (i) To appreciate the role of computer education in the context of modern technological society;
- (ii) To develop understanding of computers and their application in education;
- (iii) To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level;
- (iv) To use computer based learning packages and organize effective classroom instructions;
- (v) To acquire necessary skills in using of modern word processing software; and
- (vi) To develop skills of creating and managing simple databases and handling of computers.

**Course Outline**

**Unit - I**

- Importance of information technology.
- Classification of computers by technology, type and size.
- Uses and scope of computers.
- Fundamentals of computers.
- Input/output devices;
- Central processing unit storage devices;
- Operating systems;
- Application software.

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## **Unit - II**

- Files and folders;
- Use of pointing devices;
- Cut and paste;
- Shortcuts to applications;
- Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc.
- Running applications and exiting applications.

## **Unit - III**

Modern word processing applications:

- Importance of word processing in education.
- Characteristics of modern word processing applications.
- Toolbars and menu.
- Text and objects.
- Text entry-Running text and paragraphs.
- Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering.
- Editing text- select text, find and replace, cut, copy and paste.
- Editing document- Applying styles, spell check, headers and footers, footnotes, pagination, subscript and superscript.
- Insertion of objects, pictures, symbols, fields, page breaks and section.
- Page setup- Margins, paper size, and layout, printing and saving documents.

## **Unit - IV**

Modern data base management applications:

- Importance of data base management in education.
- Characteristics of modern data base management applications.
- Concept of relational data base management system.
- Fields name, Type, Width.
- Databases;
- Forms;
- Reports.

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## Unit - V

Computers for joyful learning:

- Need for joyful learning.
- Computers as an aid for joyful learning.
- Computer games.
- Multimedia capabilities of modern desk top computers.
- Internet- Importance and need.
- Use of interactive and educational software.

### Assignments

- Write an essay on any topic using word-processing software. Document must include at least three of the following characteristics.

- Pagination;
  - Header;
  - Two different paragraph styles;
  - Two different fonts;
  - A picture object;
  - Bullets and numbering;
  - Subscript and super script;
  - Symbols or special characters.
- Use relational database management software for any one of the following activities:
- Developing question bank
  - Developing a data base for either students or staff including various fields like name, date of birth, date of joining, admission, salary/grade obtained etc.
  - Automated printing of salary statement/GPF deduction statement or any other administrative activity.

### Suggested Readings:

1. Admas, D.M: Computer and Teacher Training.
2. Bhatnagar, S.C.& Ramani, K.V: Computers and Information Management.
3. CO-ROM-Titles available at cyber media 35 (4bays)Echelon Institutional area, sector 32, Gurgaon 122002.
4. Desai, B.: Database Management System.
5. Rajaram, V: Fundamentals of Computers.Prentice Hall of India, New Delhi.
6. SAM's Teach Yourself Office 97 in 24 hrs., Prentice Hall of India, New Delhi.
7. Shelly, John and Hunt Roger: Computer studies-first course (second edition), A.H.Wheeler & Co., Delhi.
8. Windows 96: Simplified. Complex Publishing, New Delhi.
9. Windows 98: No Experience Required.BPB Publications. New Delhi.

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## **ELECTIVE GROUP – II**

**MARKS: 100**

### **(B)TEACHING OF VALUES**

#### **COURSE OBJECTIVES:**

- (i) To understand the nature and sources of nature, and disvalues.
- (ii) To understand the classification of values under different types.
- (iii) To appreciate educational values like democratic, secular, and socialist.

#### **Course Outline**

##### **Unit - I**

- Nature and sources of values, biological, psychological, social and ecological determinants of values- their bearing on education in varying degrees.

##### **Unit - II**

- Classification of values into various types:Material, social, moral and spiritual values; status of values; how can these be realized through education.

##### **Unit - III**

- Corresponding to values there are evils or dis-values:Material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

##### **Unit - IV**

- Levels of values realization, how to resolve the conflicts among values;how to work for the integration of values that are embedded in education.

- Development of values as a personal and life-long process-teaching of values as an integral part of education.

##### **Unit - V**

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden evaluate.

- Value of self-sacrifice vs value of self-centredness.

- Values of excellence vs values of ego-centralism.

- Values of work vs values of selfishness.

- Every teacher or all teachers need to teach values.

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**Suggested Readings:**

1. Hassh, I.R.H., Miller., J.R. & Fieding, G.D.: Models of Moral Education, An Appraisal. Lorigman Inc, New York.
2. Passi, B.K. & Singh, P.: Value Education, National Psychological Corporation. Agra.
3. Laths, L.E., Menu Harmins & Sydney, S.: Value and Teaching. Menhill, Ohio.
4. Rokeach, M.: The Nature of Human Values. Coiler MacMillan Publisher, London.
5. Fraenkel Jack R.: How to Teach Value: An Analytical Approach. Prentice Hall, New Jersey

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**PAPER V**  
**PEDAGOGICAL STUDIES (PART II)**

**MARKS: 100**

**PEDAGOGY OF SOCIAL SCIENCE (PART II)**

**Course Outline (Part II)**

**Unit - VI: Teaching-Learning of History**

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

- Historical Methods, evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History; Thinking in terms of problems for analysis in History. Social Formations in History: Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies, State-formation and different types of states in History- Capitalism, Select Issues of Social Change in Indian History Culture, social stratification and social change in India; Caste and class in Indian society; Shared religious cultures and conflicts between religious communities in India; Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)

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

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

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

**Unit - VII: Teaching-Learning of Political Science Democracy, Development, and Diversity**

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

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make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines.

- What is Politics?
- Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty.
- Forms of Government: Democratic (liberal and social), non-democratic, rule of law, authority, power, legitimacy, civil society, citizenship, rights, separation of powers; Organs of government: legislature, executive, and judiciary.
- Constitutional Vision for a Democratic India: The making of the Constitution of India; Justice (with special reference to social justice and empowerment), liberty, equality, dignity, socialism, secularism; Relationship between State and Religion: Western and Indian Versions.
- Fundamental Rights (Prohibition of discrimination; Rights of dalits, tribes, minorities [Religious/Linguistic], Women and Children, the Disabled).
- Directive Principles of State Policy (with special reference to welfare of the people). Fundamental Duties.
- The Working of the Government: Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities); Relationship among the three organs of the government, relationship between the three levels of the government, democratic decentralisation, citizen participation.
- Society and Political Processes, Elections, political parties, pressure groups.
- Social movements: Dalit movement, tribal movement, women's movement, environmental movement; Role of media, role of NGOs, RTI.

The above content may be used to understand the teaching-learning strategies and skill development in Political Science.

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

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### **Unit - VIII: Assessment for Learning in Social Sciences**

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

### **Unit - IX: Analysis of Social Sciences' Textbooks and Question Papers**

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

### **Unit - X: Inter-Disciplinarity through Projects and Field Visits**

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

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

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

**NOTE: Refer to the suggested readings that have been given at the end of Paper III: Pedagogy of Social Sciences (Part I) in B.Ed. Syllabus (Semester I).**

*S. P. Sharma*

## PEDAGOGICAL STUDIES (PART II)

MARKS: 100

### PEDAGOGY OF SOCIAL SCIENCE (PART II)

#### Course Outline (Part II)

#### Unit - VI: Teaching-Learning of History

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

- Historical Methods, evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History; Thinking in terms of problems for analysis in History. Social Formations in History: Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies, State-formation and different types of states in History- Capitalism, Select Issues of Social Change in Indian History Culture, social stratification and social change in India; Caste and class in Indian society; Shared religious cultures and conflicts between religious communities in India; Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)

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

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

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

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## **Unit - VII: Teaching-Learning of Political Science Democracy, Development, and Diversity**

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

- What is Politics?
- Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty.
- Forms of Government: Democratic (liberal and social), non-democratic, rule of law, authority, power, legitimacy, civil society, citizenship, rights, separation of powers; Organs of government: legislature, executive, and judiciary.
- Constitutional Vision for a Democratic India: The making of the Constitution of India; Justice (with special reference to social justice and empowerment), liberty, equality, dignity, socialism, secularism; Relationship between State and Religion: Western and Indian Versions.
- Fundamental Rights (Prohibition of discrimination; Rights of dalits, tribes, minorities [Religious/Linguistic], Women and Children, the Disabled).
- Directive Principles of State Policy (with special reference to welfare of the people). Fundamental Duties.
- The Working of the Government: Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities); Relationship among the three organs of the government, relationship between the three levels of the government, democratic decentralisation, citizen participation.
- Society and Political Processes, Elections, political parties, pressure groups.
- Social movements: Dalit movement, tribal movement, women's movement, environmental movement; Role of media, role of NGOs, RTI.

The above content may be used to understand the teaching-learning strategies and skill development in Political Science.

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

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

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

### **Unit - VIII: Assessment for Learning in Social Sciences**

- Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions.

- Open-book tests: Strengths and limitations, Evaluating answers: What to look for?, Assessing projects: What to look for?; Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

### **Unit - IX: Analysis of Social Sciences' Textbooks and Question Papers**

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

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

### **Unit - X: Inter-Disciplinarily through Projects and Field Visits**

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

- Geography and Economics: Transport and communication in a region- assessing current position with reference to development needs.

- History and Political Science: Socio-political systems; Women's rights in society.

- Economics and History: Agrarian change in India; Industrialisation in India.

- History and Geography: Migration of people in a particular region- nature of migration, past and present trends.

- Political Science and Geography: Sharing resources between regions/states and nations (e.g. water).

- Economics and Political Science: Family budget and impact of change in prices of essential commodities.

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

**NOTE: Refer to the suggested readings that have been given at the end of Paper III: Pedagogy of Social Sciences (Part I) in B.Ed. Syllabus (Semester I).**

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## PEDAGOGICAL STUDIES (PART II)

MARKS: 100

### PEDAGOGY OF LANGUAGE (ENGLISH) (PART II)

#### Course Outline (Part II)

#### Unit - VI: Language, Literature and Aesthetics- I

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

#### Activities

- (i) Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation.
- (ii) Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
- (iii) Take any creative writing related to history, e.g. Discovery of India and prepare a flow chart on the main events.
- (iv) Review any story and have a discussion in groups.
- (v) Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water.
- (vi) Teaching Practice
- (vii) Take any topic of your choice and write about it in any form of creative writing.

#### Unit - VII: Language, Literature and Aesthetics–II

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

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### **Activities**

- (i) Review any two stories of your choice.
- (ii) Interview any local artist/poet/writer
- (iii) Collect Indian folktales in English (translated) for your portfolio.
- (iv) Prepare a newsletter on the basis of your school experience programme (hand written).
- (v) Teaching Practice
- (vi) Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach:
  - (a) same pieces for different stages; (b) understanding any creative piece at different levels; and
  - (c) teaching the same piece to children with special needs.

### **Action Research**

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

### **Unit - VIII: Development and Analysis of Syllabus and Textual Materials**

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

### **Activities**

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

### **Unit - IX: Teaching-Learning Materials and Aids**

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

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## Activities

- (i) Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary.
- (ii) Identify and prepare different types of teaching aids for children with special needs (speech impaired).
- (iii) Organise a workshop/seminar/conference on the topic 'Language of Children' or any other related topic.
- (iv) Project:
  - Prepare an outline for a school magazine Development.
  - The material for the school magazine should be based on your experiences attained during school experience practice (Handwritten).
- (v) Review contemporary children's literature.
- (vi) Review any two magazines for women.

## Unit - X: Assessment- Its Role and Importance

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

## Activities

- (i) Write a report on current practices of assessment and evaluation at the Upper Primary Stage.
- (ii) Analyse the question papers of English language (Previous-3 Years)- Classes X and XII (any board) in the light of new approach of assessment.
- (iii) Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- (iv) Analyse answers given by the learners for one particular question.
- (v) Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners.
- (vi) Study the key points of the 1st Term assessment of any student of Class VI.
- (vii) Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.

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

**NOTE: Refer to the suggested readings that have been given at the end of Paper III: Pedagogy of Language (English) (Part I) in B.Ed. Syllabus (Semester I).**

*S. Purva*

## PEDAGOGICAL STUDIES (PART II)

हिंदी भाषा का शिक्षण (भाग-दो)

कुल अंक 100

### Course Outline (Part II)

#### इकाई -VI: भाषा-साहित्य और सौंदर्य -I

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

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

#### गतिविधि/पोर्टफोलियो

##### प्रशिक्षण के दौरान

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

#### कक्षा शिक्षण के दौरान

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

#### इकाई -VII: भाषा साहित्य और सौंदर्य -II

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

#### गतिविधि/पोर्टफोलियो

##### प्रशिक्षण के दौरान

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

#### कक्षा शिक्षण के दौरान

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

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- (क) एक रचना अनेक स्तर, अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित)
- (ख) एक रचना अनेक अर्थ (अलग-अलग नजरिये से एक ही रचना को पढ़ना)
- (ग) एक रचना विभिन्न बच्चे (संदर्भ: चुनौतीपूर्ण बच्चे)
- (iii) कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उनके कार्यों, समस्याओं पर बातचीत
- (iv) कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता, नौकर (निबंध) पाठ के बाद -1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (चार्ट) बनाना, गांधी जी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (चार्ट), गांधी जी द्वारा चलाए गए आंदोलनों का टाइम लाइन (चार्ट)

### परियोजना कार्य

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

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

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

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

### गतिविधि/पोर्टफोलियो

#### प्रशिक्षण के दौरान

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

### परियोजना कार्य

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

### इकाई -IX: सहायक शिक्षण सामग्री

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

### गतिविधि/पोर्टफोलियो

#### प्रशिक्षण वेफ दौरान

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

*S. Sharma*

## कक्षा शिक्षण के दौरान

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

## इकाई -X: आकलन की भूमिका और महत्व

(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।)  
-भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो

.-प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु- समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)

- फीडबैक(विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट)

## गतिविधि/पोर्टफोलियो

### प्रशिक्षण के दौरान

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

## कक्षा शिक्षण के दौरान

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

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

### परियोजना कार्य

(i) उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें

(ii) एन सी ई आर टी द्वारा प्रकाशित आकलन स्रोत पुस्तिका भाषा हिंदी पढ़ें तथा इसमें आए आकलन संबंधी क्रियाकलापों को कक्षा 6 से 12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें

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

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

*S. P. S. P. S.*

## **B.A.B.ED**

### **Internship Guide**

Description of Roles:

**Interns** are students who are a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

**Mentor Teachers** are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

**Supervisors** work with school administrators/Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

### ***Intern Responsibilities***

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

### **Planning and Communication**

- Keep supervisor informed about classroom schedules and events.
- Direct questions or concerns to supervisors or mentor.
- Schedule observations and conferences with the mentor and inform supervisor about changes promptly.
- Meet regularly with the mentor to discuss planning for instruction.
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations.
- Arrange to share all plans and materials with the mentor in a timely way to allow for feedback before using them.

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- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times.
- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors.
- Provide mentor/supervisor with copies of plans and materials.
- Confer regularly with the mentor teacher and supervisor about progress and concerns.

### **Professional Activities**

- Prepare for and participate in seminars.
- Participate in orientation activities, faculty meetings and other school events.
- Initiate introductions to school faculty, staff and administrators.
- Maintain accurate contact information for mentor teacher(s) and supervisor.
- In case of absence, inform everyone affected promptly, i.e. prior to the absence.
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence.
- Comply with the internship attendance policy.
- Dress professionally.
- Comply with the Professional Conduct policy.
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule.

### **Personal Learning**

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Prepare a professional portfolio (reflective diary).
- Observe teachers and students carefully, taking notes and asking questions.
- Study and participate in the formation and maintenance of a classroom learning community.
- Begin the year by co-planning and co-teaching lessons and activities, moving towards independent planning and teaching as the year progresses.

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## ***Mentor Teacher Responsibilities***

### **Planning and Communication**

- Negotiate with intern and supervisor about sequence of intern responsibilities in accordance with the program standards.
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise.
- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials.
- Help identify places in the curriculum where the intern can try out ideas learned in seminars.
- Confer regularly with the supervisor about progress and concerns.
- Participate in all school activities from morning assembly to evening assembly.

### **Supporting Intern Learning**

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching.
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations.
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback.
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

### **Assessment**

- Participate in assessment conferences.
- Write and submit an Exit Performance Description at the end of the internship programme.
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

*S. Roman*

## ***Supervisor Responsibilities***

### **Meetings, Observation Visits, and Assessments**

- Provide copies of written assessments to interns and mentor teachers.
- Conduct five feedback sessions with the intern and mentor teacher at the appropriate point of time.
- Prepare participants for sessions by explaining what to bring and topics to discuss.
- Make at least five observation visits during a week.
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference.
- Write and submit an Exit Performance Description at the end of the internship programme.

### **Communication**

- Facilitate communication among interns, mentor teachers and others involved with the internship.
- Communicate regularly with each intern, at least every other day.
- Communicate regularly with each mentor teacher.
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems.
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits.
- Make sure intern and mentor clearly understand expectations and program standards.
- Keep informed about program developments and pass this information on to interns and mentors promptly.
- Know where to direct questions and relay answers as soon as possible.

### **Support of Intern's Learning by the Supervisor**

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson.
- Provide constructive written and oral feedback for each observed lesson.
- Identify the intern's specific needs and work on them with the intern and mentor teacher.
- Inform subject area leader about problems promptly.
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. records.
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken.

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- Keep notes of all communication with interns and mentor teachers.
- Keep examples of intern work indicative of progress or problems.
- Keep copies of all written assessments and professional development plans.
- Submit evaluation reports and professional development plans to the department head.

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead(sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments.

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*(Format A)*

**TEACHING REFLECTIVE LOG FORMAT**

**(This is to be completed daily during the week you teach)**

**Objectives for day:**

**Materials for day:**

**Instructional Strategies used (explain how the strategies were implemented):**

**What I did well:**

**What my students did well:**

**What I didn't do so well:**

**What my students didn't do so well:**

**What I would keep the same:**

**What I would Change:**

**What did I learn about teaching today? (If you had to modify your lesson to help students, briefly explain here)**

*S. Purica*

(Format B)

## SCORE SHEET FOR REFLECTION LOG ON FOCUS LESSON

(To be filled by the trainee, based on student reflection)

Name of the Trainee:

Duration:

Class:

Section:

Unit of teaching:

S.No.	CRITERION ON STUDENT RESPONSE	0	1	2	3	4
1	Ability to identify specific and/or varied instructional strategies.					
2	Examples to support the strategy.					
3	Connectivity across disciplines.					
4	Ability to identify learning styles.					
5	Examples to reflect according to learning styles.					
6	Ability to display personal reflections					
7	Examples reflected in support of personal reflection					
8	Group conformity					
9	Contribution to activity/strategy					
10	Acceptance in group/solo activity or Strategy					

Any other remarks by the trainee:

Mentor's Remarks:

Mentor's Signature

Trainee's Signature

*S. P. ...*



(Format D)

### Weekly Reflective Diary Format

**We learn by doing and reflecting on what we do. (John Dewey)**

**Use this template to record your observations weekly. This document will be turned in every Monday following each week in the field. The weeks you teach will have a different format to follow. Please note that your document will be longer than one page.**

**Name:**

**Date:**

**Analyze your observations to identify specific teaching and learning strategies you observed involving the classroom teachers and their students. You may include your behavior if you are involved in the teaching process. Include more than one strategy.**

<b>Instructional Strategies (Include more than one strategy)</b>	<b>Specific example describing how the strategy was implemented</b>

<b>Learning Styles observed</b>	<b>Specific examples how the learner was supported through instructional delivery</b>

- 1. What have you learned about teaching this week?**
- 2. What have you observed/learned about students and their learning this week?**

<b>Theory base observed</b>	<b>Specific example from classroom to apply/support theory</b>

**Personal Reflection: Reflect specifically on something you observed and connect to personal opinions.**

*S. Ponce*